

## **EXAMINATION OF TEST TASKS USED IN THE ASSESSMENT OF READING COMPREHENSION SKILLS**

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### **ABSTRACT**

*In this article, since the second half of the 20th century, test tasks have been widely used in the assessment of the quality of education, and the possibility of simultaneous evaluation of a large number of students and graduates with the help of test tasks is given. The human factor intervention in the evaluation is highly limited. So far, no one has developed an alternative system to replace the test in evaluating the quality of education.*

**Key words:** *quality of education, test tasks, learners, human factor, experts in the field, scientific and pedagogical level, expertise, approval, statistical analysis.*

### **АННОТАЦИЯ**

*В данной статье, начиная со второй половины XX века, тестовые задания широко используются при оценке качества образования, и приводится возможность одновременной оценки большого количества студентов и выпускников с помощью тестовых заданий. Вмешательство человеческого фактора в оценку весьма ограничено. До сих пор никто не разработал альтернативную систему, заменяющую тест при оценке качества образования.*

**Ключевые слова:** *качество образования, тестовые задания, обучающиеся, человеческий фактор, специалисты в данной области, научно-педагогический уровень, экспертиза, одобрение, статистический анализ.*

### **INTRODUCTION**

In the development of pedagogy, several forms of evaluation of the quality of education were used. For example, the quality of education was evaluated on the basis of interviews and written works. Since the second half of the 20th century, test tasks have been widely used to evaluate the quality of education. Due to this, with the help of test tasks, it becomes possible to evaluate a large number of students, graduates at the same time, while the intervention of the human factor in the evaluation is highly limited. So far, no one has developed an alternative system to replace the test in evaluating the quality of education.

Nevertheless, the use of test tasks in the evaluation of the quality of education is still a controversial issue among scientists. This is due to the fact that the quality of test tasks is not always up to the mark. It is known that if the summative assessment

is not carried out correctly in the educational process of any country, if the primary qualification requirements of the subjects are not assessed, and if the secondary skills are not practical, the educational system will have a great negative impact on the development of the society. We can observe such a situation in Uzbekistan.

In particular, in the current summative assessment systems, insufficient attention is paid to checking the level of development of primary foreign language skills. In particular, neither in the final state certification exams of general education, nor in the entrance exams to higher education institutions, emphasis is placed on the verification of primary competencies, but secondary skills are evaluated.

Scientist Y.A. Mikhayliev explains the reason for this as follows: "The poor quality of tests in modern didactic testology is mainly related to the processes of their formation." In fact, the formation of test tasks is a multi-stage complex process, the quality of the test depends on the correct implementation of these processes and the scientific and pedagogical level of experts in the field.

Before the test is ready, it goes through several theoretical and practical stages: defining the purpose of the test, developing its specification, creating and editing test tasks, conducting expertise, approving, statistical analysis, editing test tasks based on the analysis, etc.

"The development of the test task is carried out by reflecting the content of the academic subject in the content of the test." Therefore, examination of test tasks is an important stage that requires special attention and determines whether the test is at the level of requirements.

Main part: Comprehensive examination of the quality of test tasks, expertise is divided into four main stages in Russian-language scientific literature:

- preliminary expertise;
- internal expertise;
- testological expertise;
- to give a final conclusion".

In fact, the conclusions given on the quality of the test tasks at these stages ensure its suitability and its use in tests. This requires a great responsibility from the reviewing expert during the examination of test tasks.

In the process of examination of test tasks, the reviewer-expert should theoretically take into account substantive and formal requirements such as the content of the test task, importance of alternative answers, time distribution, level of difficulty, level of importance. Only then will the test be of good quality.

Although the examination of test items used in the assessment of reading comprehension skills is subject to general rules, it also has specific characteristics. Because the full assessment of reading comprehension competences with the help of a test, checking of important skills is a complex process. This requires great talent, talent and creativity not only from the reviewing expert, but also from the test developer. That is why examination of test assignments should consist of several requirements.

The examination process includes the correct structure of the test task, its content, cognitive and significance level, the time spent on the task, the amount of words in the texts, the impact of the test on the child's psychology, the interaction of the tests, etc. It should be noted that when studying the quality of test tasks, it is necessary to evaluate each of their components not only separately, but also in the system of relationships with other test tasks. Only then will the assessment of the quality of the test assignments be objective. This increases the effectiveness of education.

Therefore, in the assessment, first of all, based on the student's psychophysiological characteristics, the goal is determined, the domain, subdomain and constructs are defined, and the amount and methodology of the test tasks that evaluate and "measure" them are determined and the tasks are created.

"Domain - a set of knowledge, skills, qualifications, competencies." It is determined based on the educational goal of language education. The main goal of teaching "Foreign language" is to develop a person who expresses his opinion correctly and fluently in oral and written form, who has formed a culture of reading, who can think independently and creatively, who understands the opinions of others, who has a developed culture of communication and speech. Simply put, this is the development of speaking skills. That is, the main goal of mother tongue education is to educate a generation with developed speech skills, creative thinking, and understanding of the essence of events. At this point, it should be noted that the time has come to clearly define the ultimate goal of mother tongue education from the point of view of the needs of the times. Because the time and life has become an ocean of information, that is, in the time when every action of ours in real life is directed by certain information, when time is turning us into a constant participant of dialogue, there is a need to update the purpose of foreign language education.

Under the expression of every thought, be it verbally or in writing, lies perception, understanding, reasoning, understanding of reality. Only after that, the expression of the thought occurs - verbal or written statement. Therefore, for the formation of oral or written speech, a person must have the ability to understand,

understand, and perceive. Therefore, in foreign language education, it is necessary and necessary to develop students' understanding, comprehension skills, and reading literacy in general.

In general, if the test items designed for the assessment of reading comprehension skills are tested based on the above requirements, their quality is theoretically ensured. Test tasks are tested several times and changes are made based on the recommendations made as a result of statistical analysis, the real quality is visible.

**In conclusion**, it is effective and reliable to evaluate the reading comprehension skills of graduate level students in foreign language education with the help of test tasks created on the basis of the above specification. We provide a sample option based on this specification in the appendix of our work. We should also note that reading comprehension skills can be assessed not only by open and closed tests, but also verbally through the "retelling" method. But since the subject of our work is a summative evaluation process, we recommend using test items, since they are taken from hundreds of thousands of students.

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