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**TYPES OF TEST TASKS IN TEACHING FOREIGN LANGUAGES AND
TEXTBOOK -BASED ANALYSIS**

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Annotation

The article discusses the role and objectives of such a method of testing knowledge as testing in teaching a foreign language. The main types, goals and principles of testing used both in international exams to determine the level of language proficiency and in the course of learning a foreign language are analyzed. The characteristics of the existing types of testing in a foreign language are made: input, diagnostic, progressive and to determine the level of knowledge in a foreign language.

Keywords: test, testing, examination, open and closed types of questions, diagnostics, level of knowledge of a foreign language, listening, oral utterance, aspects of learning a foreign language.

Introduction

In the conditions of modern development of media technologies and society, the process of learning a foreign language is impossible without testing. It is important to clearly understand the tasks, opportunities and goals of this procedure. High-quality foreign language teaching involves not only the use of good textbooks and authentic materials, the work of an experienced teacher, but also timely tracking of progress in studying the subject for competent planning or more precise adjustment of the learning process, checking residual knowledge and evaluating the final result.

German methodologists and teachers of German as a foreign language G. fon der Handt, A.Schneider, G.Helbig and others distinguish the following types of tests according to their functions: input, diagnostic, progressive and to determine the level of knowledge in a foreign language, otherwise linguistic [1].

An entrance test is usually offered to those who wish to attend foreign language courses, the function of the test is to determine the level of knowledge of the student and possible gaps in knowledge in order to determine which group the student needs to attend to improve their foreign language skills. Most often, such a written test does not require special preparation, since it is designed to reveal the presence of residual knowledge. Entry tests like in an open form, and indirectly, are usually offered in German textbooks:

Intensivtrainer Grammatik A2 - open tests [2], Begegnungen A2 + - a test in the form of a task to repeat the topic "Acquaintance" of A1 level grammar material [3], Begegnungen B1 + - questions on the repetition of vocabulary and grammar of the previous level [4].



On the one hand, knowledge and skills in grammar for a particular level are decisive for determining where to go next and on the other hand, checking grammar without vocabulary is impossible, so tests, for example, from different textbooks cannot completely replace each other. But since the input test rarely offers an oral form of the answer, more complex types of methods are used here, which are illustrated by the C-test (C-Test).

This written test consists of several texts (from four to eight, but more often five) with a large number of gaps that the subject must fill in. The omission is allowed in place of only part of the word, not the whole, from one to five letters are omitted, which makes only one correct option possible. The duration of the test is a maximum of 30 minutes. The predecessors of this type of test are the closed test (cloze-test), otherwise one text with gaps, where whole words are allowed. The principles of the C-test and the first tests of this type in German and English were presented by K.Klein-Braley and W.Raatz at the University of Duisburg in 1981. Modern C-tests of the leading international language schools are designed in such a way as to most reliably assess the level of knowledge foreign language of the subject.

Many German language schools offer a preliminary C-test online on their website for the student to independently determine his level and choose the required course. There is a test of knowledge in grammar, vocabulary, the degree of general understanding is determined text, the ability to analyze already completed tasks. A prime example is the four-text entry test for the OnDaF certificate. But such extensive tests mainly give a rather rough assessment, concentrating on lexical and grammatical skills, for a more accurate assessment, it is worth connecting tasks for listening and speaking, especially since it is in a conversation that previously accumulated knowledge, skills and abilities are revealed.

Entrance testing is usually used to identify the residual knowledge of students who have either studied a foreign language for a long time or studied it without a specific system. In both cases, determining the level of knowledge is accompanied by certain difficulties, so how different aspects of the language can be worked out in different ways, for example, vocabulary can be in a passive vocabulary or grammar can be considered only in theory, without the possibility of its practical application.

In some cases, the language is learned with the help of native speakers, but not as teachers, but as simple interlocutors using multimedia applications such as, for example, Tandem or Busuu. Comparing their everyday life with the life of native speakers of the language being studied, finding differences and similarities, students not only memorize new vocabulary better, but also psychologically perceive the language being studied [5]. In the course of such communication, you can learn a lot, but the basis is the spoken language, in which the basic rules of the literary language are interpreted very freely. Exams must be taken in the literary language. In general, one thing can be said about the entrance test: it is designed to give a first impression of the level of knowledge that will subsequently be polished.

The diagnostic test reveals the missing competencies of students, to which the attention of the teacher should be directed. Large complex tests are not suitable for this purpose, since it is more important to identify individual gaps in knowledge for a more precise adjustment of the training program. The Learning Progress Test is used to measure learning progress in a particular group. It has different requirements than a test to determine the level of language



proficiency, since it does not so much check the knowledge of students as it gives the teacher feedback - how much the material of the lesson was learned, to what extent the application of the chosen methods was successful. Progressive tests are usually compiled individually, taking into account the characteristics of the course, students and material.

Language tests, or tests to determine the level of knowledge of a foreign language, in contrast to progressive tests, are clearly standardized. They are based on a system agreed at the European level, the Common European Framework of Reference for Languages (CEFR: Common European Framework of Reference). This system of levels of foreign language proficiency was developed with the aim of bringing the methods of assessment and teaching of foreign languages to a single standard and was recommended by the Council of the European Union for the creation of national systems for assessing language competencies.

The language test is more of an exam that includes many separate tests in all four aspects of the language. The main criteria for such examinations are validity, objectivity and reliability.

An exam is valid if it is able to actually measure the desired competencies or skills, which, however, is far from simple. It is difficult to assess how students perceive information by ear, since three factors play an approximately equal role here: the student's knowledge of the proposed grammar and vocabulary, the technical purity of the test, and the competence of the speakers who participated in the recording. Therefore, special questions are developed open (to test productive skills) or closed (to control receptive skills) type to test understanding of information. Incorrectly formulated tasks can lead to a loss of validity.

Multiple-choice test items today do not enjoy much popular, but nevertheless used, since open-ended questions require strict objectivity when checking, which is unlikely with possible spelling errors. The purpose of the listening test is not to detect such errors, but they reduce the positive impression even from the correct answer. The more detailed the evaluation criteria are, however, the more difficult it is to pay equal attention to all aspects and nuances. This applies primarily to oral expression. On the one hand, a verbal response is the result of training in almost all skills, but it would be fundamentally wrong to consider every grammatical or lexical error as a degrading mark. According to the rules for assessing oral responses in international exams, only those errors that prevent understanding of the statement lead to a decrease in grade. On the other hand, there is also such a criterion as achieving the goal of the statement, that is, it is necessary not only to speak clearly, but also to the point.

The reliability of the test is checked by its repeated use in the same group, in which the results, according to G. fon der Handt, should be the same if the group has not advanced in knowledge of the language [6].

The choice of the type of questions in testing is not always determined by objective reasons. Although the open question type tests productive skills, large tests use closed questions, as such items are much easier to test and evaluate.

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