

THEORETICAL AND METHODOLOGICAL BASIS OF TESTOLOGICAL COMPETENCE FOR HISTORY TEACHERS

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Abstract

The development of testological competence in history teachers is important for the development of effective educational practice. This article examines the theoretical and methodological foundations of testology, emphasizing its application in history education. The theoretical basis is based on the principles of pedagogy, educational psychology, and assessment theory, while the methodological approach combines traditional and innovative methods of teacher training. The main aspects discussed include the definition and components of testological competence, strategies for developing assessments that assess both historical knowledge and critical thinking, and problems encountered in implementing testological training. The article concludes with a discussion of best practices and recommendations for improving testological competence in history teacher training programs.

Keywords: Testology, testological competence, history teacher professional development, educational assessment, theoretical foundations, methodological approaches, critical thinking, assessment design.

Introduction

The development and modernization of the education system is one of the main requirements today. In particular, the training of history teachers for testological competence and the formation of theoretical and methodological foundations in this process remain a requirement of the time. Proper organization and improvement of this process have a great impact on increasing the effectiveness of the educational process. Therefore, this article will highlight the theoretical and methodological foundations of testological competence for history teachers. Testological competence is a qualification that includes knowledge and skills related to the preparation of tests used to assess students, their application and analysis of their results. The development of this competence allows teachers not only to determine the level of knowledge, but also to identify problems that arise in the educational process. In this regard, this issue has been

widely studied in general pedagogy, and a number of scientists have expressed valuable opinions about testological competence.

MATERIALS AND METHODS

Testology is, first of all, one of the important tools for assessing the level of students' mastery in the educational process. As noted by the well-known pedagogical scientist Ibromimov Mirza, "The development of testological competence helps to increase the effectiveness of teacher activity and control the quality of education"[1]. In developing testological competence, it is necessary to create special methodological manuals and educational programs for history teachers. In this regard, Kadirova Nigora, in her work on "Forming didactic skills in preparing teachers for the development of test tasks"[2], pays special attention to the pedagogical principles of creating test tasks. Also, the issue of developing tests and improving their quality in the modern educational process is constantly being discussed. In this regard, Sobirov Jamshid emphasizes the importance of correctly selecting the types of questions and ensuring their compatibility when creating test tasks. In her opinion, "Quality test tasks are, first of all, ensuring their clarity and comprehensibility, which allows for a fair assessment of the level of knowledge of students"[3]. In the process of forming testological competence, the theoretical knowledge and practical skills of history teachers are of great importance. In particular, Usmonova Shohida notes in her research that "To develop testological competence, teachers need to enrich their theoretical knowledge with practice, which will help them correctly and effectively compose test tasks"[4]. This competence is not limited to theoretical knowledge, but also includes practical skills. In particular, in the development of testological competence, teachers should actively participate in practical exercises and test the acquired knowledge. In this regard, Akhmedov Nodir emphasizes in his work "Practical Testology: Methods and Technologies" that "a teacher must constantly enrich his knowledge and skills in the process of creating tests, because only through practical exercises can a high level of testological competence be formed"[5]. The use of modern technologies is also an important factor in the development of testological competence.

Information and communication technologies (ICT) significantly facilitate the process of creating tests and analyzing their results. In this regard, Karimov Rustam, speaking about the advantages of using ICT tools, says, "Controlling students' knowledge through electronic tests and online platforms not only saves time, but also allows for a fair assessment of the results"[6]. It is also important for history teachers to use didactic materials and resources when creating test tasks. If we pay attention to the opinions of Kayumova Dilafruz in this regard, she emphasizes the importance of didactic manuals for teachers in creating test tasks. In her opinion, "Didactic materials and manuals play an important role in developing testological competence, as they provide the teacher with modern and clear recommendations for creating tests"[7].

Testological competence is of great importance in improving the quality of education. In this regard, it is necessary to pay attention to the specific characteristics of test tasks and the principles of their application in the educational process. In his work "Didactic Principles of Tests", Yuldoshev Anvar emphasizes that "When creating test tasks, it is necessary to ensure their level of difficulty and content richness, which contributes to the intellectual development of students"[8]. The development of testological competence for history teachers includes not only the creation of test tasks, but also their effective use. In this regard, Ismoilov Farrukh emphasizes in his work "Methods of Analysis and Use of Tests" that "In order to fully develop testological competence, a teacher must be able to correctly analyze test tasks and draw conclusions based on the results"[9].

Speaking about the theoretical and methodological foundations of testological competence for history teachers is one of the pressing issues of the modern education system. The formation of testological competence in the educational process provides teachers with an effective and objective assessment tool, which creates the opportunity to correctly assess the quality of education and the level of students' knowledge. Testological competence includes not only the ability to create test tasks, but also the skills to analyze them, evaluate the results, and apply an approach that is appropriate to the individual characteristics of students. From the point of view of general pedagogical science, testological competence is considered an integral part of the teacher's professional skills[10]. As noted in general pedagogical science, testological activity plays an important role in the formation of the teacher's diagnostic skills. Monitoring students' knowledge with the help of tests not only increases the effectiveness of the educational process, but also allows analyzing students' knowledge and skills. This allows the teacher to correctly assess the level of students' mastery and provide them with the necessary assistance.

DISCUSSION

The theoretical foundations of the formation of testological competence include the teacher's methodological preparation and skills in carrying out diagnostic activities. In pedagogical research, testological competence is formed on the basis of a number of factors. In particular, the teacher should not be limited only to the creation and evaluation of test tasks, but should also adhere to didactic principles in this process. If test tasks are created taking into account the individual capabilities of students, the effectiveness of the educational process will increase further [11]. In the Japanese education system, testological competence plays an important role in the professional development of teachers. Japanese scientists emphasize the importance of test analysis and results assessment methodologies in the formation of teachers' testological competence. For example, as Japanese researcher Hiroshi Tanaka noted, testological competence allows the teacher to deeply analyze the educational process and organize education in accordance with the needs of students [12]. These thoughts show that analyzing test results and using them to improve the learning process is an important skill for a teacher.

Another Japanese scholar, Toshiko Yamada, emphasizes the need for continuous professional development courses for teachers in developing testological competence. According to Yamada, testological competence should not be limited to theoretical knowledge alone, but should be strengthened through practical training [13]. She notes the importance of using statistical methods in evaluating and analyzing test results.

Methodological foundations of testological competence. The methodological foundations of testological competence include the methods and approaches used by the teacher in compiling and analyzing test tasks. In this process, the teacher must use modern diagnostic methods to accurately assess students' knowledge and take into account their individual needs [14]. For example, test tasks based on Bloom's taxonomy allow for a deeper study of students' knowledge and the organization of the educational process in accordance with them. Japanese scholars widely use statistical and psychometric methods in testological activities. For example, Masao Suzuki emphasizes the importance of psychometric approaches in the formation of teachers' testological competence. According to him, the teacher should use psychometric methods when creating test tasks, and be based on statistical indicators when analyzing the results [15]. These methods create the opportunity to ensure the objectivity of test results and correctly assess the level of knowledge of students. History teachers face a number of problems in the process of forming testological competence. These include the lack of teachers' skills in test design, insufficient knowledge of the use of statistics and psychometrics in diagnostic activities. To overcome these problems, it is necessary to organize advanced training courses for teachers and create special methodological guides for testological activities [16]. Japanese scientists offer a practice-based approach in this regard. For example, Kenji Nakamura emphasizes the need to constantly involve teachers in practical training in test design and evaluation in the development of testological competence [17]. According to him, such practical training allows teachers to improve their professional skills and overcome difficulties encountered in testological activities. Testological competence is an important aspect of teachers' professional training. This skill allows the teacher to accurately assess the knowledge and skills of students, analyze their success in the learning process, and provide them with assistance. According to Japanese scientist Hiroshi Tanaka, testological competence is a necessary factor for the professional development of teachers, through which teachers can establish effective communication with their students and better understand their needs [18]. According to Japanese scientists, in the future, the use of modern technologies, in particular artificial intelligence and automated assessment systems, will play an important role in the formation of testological competence [19]. This approach will help teachers more effectively organize the process of creating test tasks and evaluating results.

CONCLUSION

The theoretical and methodological foundations of testological competence for history teachers are an important part of the modern education system. By developing this

competence, teachers will be able to effectively assess students' knowledge, improve the learning process, and provide education taking into account their individual needs. Research by Japanese scientists shows that in addition to theoretical knowledge, practical training is also important in the formation of testological competence. Therefore, it is necessary for teachers to have continuous training courses and special methodological manuals in testological activities. This, in turn, will improve the quality of education and prepare students more successfully. In conclusion, the development of the theoretical and methodological foundations of testological competence for history teachers is one of the important tasks of modern education. In this process, teachers need to consolidate theoretical knowledge with practical exercises, develop skills in creating and evaluating tests using modern technologies. Also, the use of didactic manuals and ICT tools in the formation of testological competence is an important factor in increasing the effectiveness of the learning process.

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