

## HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION

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<https://doi.org/10.5281/zenodo.8125195>

***Abstract.** Knowledge of foreign languages plays an important role in today's globalized world, it helps to develop effective communication and cultural understanding. Throughout history, societies have recognized the importance of monitoring and assessing language proficiency in foreign language learning. This article examines the historical development of tests, one of the methods used to measure and regulate proficiency in foreign language acquisition. From early linguistic examinations to modern standardized tests, we explore the evolution of these approaches and their impact on language learning.*

***Keywords:** control, test, ancient period, classical period, new development period, statistical method, pedagogical test, psychological test.*

Learning foreign languages has been a major goal throughout human history. As civilizations have expanded and become more interconnected, the need to facilitate communication and cultural exchange has prompted the development of criteria for monitoring and evaluating language proficiency. In antiquity, various ancient civilizations recognized the importance of knowing foreign languages. Ancient Egyptians used oral and written assessments to assess language skills, especially hieroglyphics. Similarly, the Greeks and Romans emphasized the importance of fluency in multiple languages, which led to the establishment of language schools and the promotion of bilingualism.

The reason that the content of control types is intended for different tasks is that they appeared on the basis of an evolutionary process. Updates in the language teaching methodology also affect the control process. It led to the study of research conducted in order to determine the history of the development of control species. During the research, as a result of working with several sources, it was found that there is no specific period that provides information about the emergence of control types.

V.S. Avanesov said that "any search for the origin of tests is equivalent to geographers' attempts to find the head of a great river"[1; 7-10-p.].

The views of the researchers about the origin of the tests are divided into three directions.

The founders of the first direction believe that tests have been formed for more than four thousand years [2; 3-p.]. The founders of the second direction connect the formation of the test with the name of scientist D. Kattel, who conducted scientific research on tests at the end of the 19th century [3; pp. 373-380]. Representatives of the third direction believe that the tests appeared at the beginning of the 20th century [4; 13-p.]. The reason for the emergence of different views on clarifying the history of the tests is that there are different approaches to expressing its meaning and essence. However, in all three different approaches mentioned above, the test is considered as a tool for checking the knowledge, skills and abilities of a person. So, if we look at it from this point of view, it can be seen that tests have been used as a means of determining people's skills and abilities from the time of their appearance until now. V.S. Avanesov divides the development

process of tests into three periods; historical, classical theory of tests and new theory of tests [5; 6–p.].

Ancient (antique, historical) period. 3000 years before Christ, certain tests were conducted among the graduates of the school in order to train scholars in Ancient Babylon [6; 245–p.]. In ancient Egypt, the science of the priesthood was taught only to those who were able to pass certain tests. Candidates have to go through many challenges and each test is strictly controlled. In the third millennium BC, there were positions of officials in the Chinese government.

Professional competitions for these positions were held every three years. The subject of the exam was chosen by the emperor himself, and he also participated in controlling the level of knowledge of the candidates. The test consisted of showing six types of art. These were the arts of music, archery, horse riding, writing skills, counting, knowledge of traditions [7; 152–p.]. Even in ancient Sparta, very strong and tough tests were conducted in the training of warriors. Special schools were even established to train gladiators [8; 347–p.].

All of the historical information given means that the types of control go back to ancient times. Humanity has always been controlled and evaluated by the factors that encourage its development, growth, and maturity. The aim of this is to form competitive, knowledgeable, qualified and mature specialists at all times.

Second period - 16th-19th centuries, classical period. The period of application of statistical methods and tests in the study of differences between individuals. Tests are considered to have appeared as a general scientific diagnostic method at the end of the 19th century. Francis Galton, the "father of the test movement", conducted several tests in his laboratory in 1869-1885. The applicants who came there were from 5 to 80 years old. Physiological and psychological characteristics of applicants were evaluated in the laboratory. Galton's greatest contribution to the development of test theory was his identification of three main principles:

- 1) applying the same tests to a large number of testers;
- 2) statistical analysis of results;
- 3) setting assessment standards (standard) [9; 118–p.].

Dj. Kettell developed a number of requirements for tests as a means of conducting scientific experiments, based on the method of statistical analysis. His requirements are used as the basis of today's tests:

- 1) creation of the same conditions for all subjects - the principle of standardization in conducting the test is based;
- 2) time limitation - determined based on the purpose of the test;
- 3) the absence of observers in the laboratory - the influence of external factors is prevented;
- 4) statistical development of results - statistical analysis methods were used.

The next view of tests used to determine human abilities was formed by the end of the 19th century. During this period, there was a need to assess people's physical abilities. According to F. Galton, who scientifically studied the abilities of individuals, it is impossible to get the results of each individual without evaluating them on the basis of the team. Galton called the methodology of his research aimed at studying the differences of individuals "test". American psychologist D. Kattell also agreed with Galton's opinion. According to Cattell, a test is a tool for conducting a scientific experiment, which has a number of requirements:

- 1) creation of the same conditions for all test takers;
- 2) limitations of the test taking process;

3) absence of strangers in the test room, good equipment and positive effect on the test takers [10; 54–p.].

All applicants should be given clear instructions and a clear understanding of what the process requires of them. The results are subjected to statistical analysis and the strengths and weaknesses of the test taker are determined. There are different opinions about who used the test for the first time. Many scientists recognize the English biologist Francis Galton in 1884, while S.A. Mishko notes that the tests were first used in Great Britain by D. Fisher in 1864 to check students' knowledge [10; 54–p.]. Despite the different sources, the creation of the tests is associated with the names of D. Fisher, F. Galton, and D. Kettel.

D. Orleans and G. Sealy used the test in the field of education in the United States of America. They performed the following tasks to ensure the objectivity of the test; that is, the number of teachers and their level of mastery were determined, and teachers were helped to choose teaching methods. After analyzing the assessment of students' knowledge level, both scientists suggested to divide the test into groups [11; pp. 19-20].

The third period is the newest period of development, the 20th century. The actual application of testology in the field of pedagogy dates back to the beginning of the 20th century. The American scientist VA McCall divided the tests into pedagogical (Educational Test) and psychological (Intelligence Test) tests. The main purpose of pedagogical tests is to determine the results of the achievements of students in the educational process. McCall emphasized that the use of pedagogical tests is to combine students with the same knowledge into one group for a certain period of time [12; 4–p.].

E. Thorndike is considered the founder of such pedagogical control, he was one of the first in his field to use pedagogical tests. He is a scientist known as the author of the book "Vvedenie v teoriyu psixologii i sotsialnyx izmereniy" published in 1904. Between 1915 and 1930, social assessment was widespread in America, and this period is considered the most developed period of testology.

Thus, tests began to be used on a large scale from the end of the 19th century to the beginning of the 20th century. The use of tests has developed in two directions; psychological (that is, to assess people's psyche and mind) and pedagogical (to assess people's intellect and scientific abilities) [5; 158–p.]. Periodization of the process of origination of tests has become important. V.S.Avanesov divided the process of origin of tests into three periods: historical, classic tests and new theory of tests.

#### **Periods of the origin process of tests**

№	Periods	Explanation
I.	Historical period	conducting tests for the selection of candidates for positions of power in ancient times is a period of empirical development that does not have a scientific basis.
II.	Classical period	emergence of tests as a diagnostic method. conducts tests in the laboratory of Francis Galton (1884-1885), the "father of the test movement". This is the period when the first ideas about the quality of the educational process appeared.
III.	A new era	Practical application of tests in the field of pedagogy of the 20th century. V.A. McCall divides the tests into pedagogical and psychological tests. That is, a period with scientifically

		based, methodological foundations, theoretical, special and practical branches of scientific measurement parameters.
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The mass use of tests in Russia became widespread by the 30s of the 20th century. However, there were many supporters of this process as well as those who opposed it. The main reason for the increase in resistance to the use of tests was that non-specialists control the tests in the educational process; as a result, the tests were conducted in a non-standard manner. The participation of a teacher who is not a test specialist in the process has caused many protests.

Richard West, an English expert, expressed the following thoughts about the history, that is, the evolution of tests in foreign language teaching; The history of the development of foreign language teaching and supervision can be divided into three stages, starting from the period of World War II.

It should be noted that monitoring and evaluation of knowledge, skills and abilities in a foreign language is carried out based on the process of teaching a foreign language. If changes or new methods and approaches are used in language teaching, then approaches and methods will change in its control.

The monitoring and assessment of language proficiency in foreign language acquisition has undergone a remarkable evolution throughout its history. From ancient oral exams to modern standardized tests, societies have recognized the need to assess language skills. As we continue to strive for effective communication and intercultural understanding, it is critical to use technological advances and innovative methodologies to ensure accurate and comprehensive assessment of foreign language proficiency.

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