

The Role Of General Pedagogy In The Preparation Of Future History Teachers For Test Activities

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Abstract: General pedagogy provides a framework for equipping future history teachers with the competencies necessary for testological work, including the ability to effectively design, implement, and evaluate assessments. This article examines how general pedagogical principles such as curriculum alignment, differentiated instruction, and learner-centered approaches contribute to the development of testological skills in teacher education programs. Combining theoretical foundations and practical methodologies, general pedagogy enables future teachers to address the specific challenges of evaluating history education, such as critical thinking and source analysis. The article concludes with recommendations for enhancing the role of general pedagogy in developing comprehensive testological competence in history teachers.

Key words: General pedagogy, testology, history teacher training, assessment design, differentiated instruction.

INTRODUCTION

Today, in the educational process, it is important to improve the quality of education and ensure that students have high qualifications in their profession. From this point of view, one of the important issues is to analyze the place of general pedagogy in preparing future history teachers for testological activities. Testological activities play an important role in determining the level of knowledge of students in the educational process, monitoring them and assessing their achievements in the educational process. When determining the place of general pedagogy in preparing future history teachers for testological activities, it is first necessary to take into account general pedagogical approaches in the educational process. As one of the pedagogical scientists, P.I. Pidkasisty, noted, the introduction to testology based on general pedagogical methods should be carried out in an integrated manner with other elements of the educational process[1]. According to Pidkasisty, tests are the most effective tool for analyzing and evaluating the educational process. For future history teachers, mastering knowledge of testology requires not only the creation of tests, but also their analysis, evaluation and application based on new pedagogical approaches[2]. As the scientist J.L. Levitin noted, the effective organization of testological activities in the educational process has a positive effect on the quality of education and increases the professional competencies of students.

RESEARCH METHODS

General pedagogical approaches are important in implementing testological activities. In particular, for the effective use of tests in the educational process, it is necessary to use various methods of pedagogical diagnostics. Pedagogical diagnostics is important in determining the level of knowledge of students in the educational process. In this process, it is necessary to follow the rules of general pedagogy, that is, to take into account didactic principles [3]. As M.A. Danilov noted, general pedagogy is a set of universal approaches and rules used at all stages of the educational process. One of the important functions of general pedagogy in preparing future teachers for testological activities is to form in students the skills of comprehensive analysis of the educational process. Through these skills, teachers will understand the connections between different elements of the educational process and will be able to evaluate them using tests. Teachers will be able to determine the level of student engagement and knowledge through tests during the educational process.

RESULTS AND DISCUSSIONS

As V.A. Slastenin noted, assessing the effectiveness of learning in the educational process through tests contributes to the improvement of pedagogical methods[4]. According to Slastenin, the role of general pedagogy in testological activity is closely related to pedagogical methods and diagnostic methods. The use

of general pedagogical principles and methods in the process of preparing future history teachers for testological activity serves to increase their professional readiness. In particular, it is necessary to teach the use of tests in the educational process, to ensure that they are purposeful and didactically based[5]. As T.V. Kudryavtsev noted, the correct construction of tests and the correct analysis of their results serve to increase the testological literacy of teachers.

Another important aspect that determines the place of general pedagogy in the educational process is the use of pedagogical technologies. In this case, the effective use of various modern pedagogical technologies in the use of tests creates the opportunity to objectively assess students' knowledge[6]. As the scientist A.V. Khutorsky noted, the interaction between pedagogical technologies and tests leads to the achievement of specific results in the educational process. Didactic principles are of great importance in the process of preparing future history teachers for testological activities. These principles ensure fairness, objectivity and systematicity in assessing students' knowledge. At the same time, the targeted use of tests in the educational process is also of great importance [7]. As I.P. Podlasiy noted, the system of compiling tests and evaluating them based on didactic principles serves to increase the effectiveness of the educational process. Thus, the role of general pedagogy in the process of preparing future history teachers for testological activities is great. General pedagogy allows teachers at all stages of the educational process to assess students' knowledge using tests, analyze their success in the educational process and ensure their professional development. In this regard, the effective use of various methods of pedagogical diagnostics, taking into account didactic principles and the use of modern pedagogical technologies is of great importance. Testological activity plays an important role in improving the professional qualifications of teachers, because through this process, teachers have the opportunity to correctly assess the level of knowledge of students, provide them with an individual approach and improve the quality of education. In this sense, the issue of preparing future history teachers for testological activity is one of the relevant areas of general pedagogical science. By studying this process in depth and developing effective methods, it is possible to form the skills of teachers to create high-quality tests, evaluate them and analyze them.

In general pedagogical science, testological activity is considered an integral part of the educational process. One of the most important tools for increasing the effectiveness of education in pedagogy is the correct assessment of students' knowledge. For this purpose, the test method is widely used in education[8]. Among the teachers of higher educational institutions, N.K. Jomolkhonov noted that testological activity is an effective tool for teachers in the pedagogical process to identify students' achievements and shortcomings. In preparing future history teachers for testological activity, their general pedagogical knowledge is important. In order to properly organize this process, it is necessary to master the theory and practice of pedagogy [9]. According to A.S. Khasanov, tests are the most convenient and effective tool for assessing and monitoring teachers' knowledge. Testological activity also allows the teacher to systematically analyze and consolidate students' knowledge.

To effectively organize testological activities, teachers must have a number of pedagogical skills. In particular, the skills of pedagogical diagnostics, test design and analysis must be independently developed [10]. In this regard, M.S. Shukurov noted that in preparing future teachers for testological activities, their general pedagogical knowledge and skills play an important role. At the same time, it is said that through testology, it is possible to objectively assess the knowledge, qualifications and skills of students. In preparing future history teachers for testological activities, it is necessary to deepen their understanding of pedagogical theory and develop their practical skills. In this regard, mastering the necessary methods and techniques for analyzing students' knowledge, evaluating them and drawing correct conclusions based on the results is of great importance [11]. According to Z.M. Toshmatova, testological activities are not only an assessment tool, but also an important tool for improving the educational process.

In the formation of testological activity, along with the acquisition of general pedagogical knowledge, the social and professional competencies of the teacher should also be developed. This allows for effective pedagogical communication with students using innovative approaches in the educational process [12]. D.A. Rahmonov noted that general pedagogical knowledge serves as a key factor in preparing teachers for testological activity, and through this, the quality of the educational process can be improved. In order to determine the importance of testological activity, special methodologies should be developed in history [13]. In this regard, according to E.B. Kadyrov, it is possible to achieve efficiency in identifying and

analyzing students' historical knowledge and skills by creating special tests for history. At the same time, it is also noted that the testological approach can increase students' interest and knowledge in history. The methodological foundations of testological activity have been widely studied in the field of pedagogy, and in this process there are opportunities for teachers to effectively organize the process of analyzing, evaluating and drawing conclusions from the educational process. By properly organizing testological activity in the educational process, the professional competence of teachers is developed, and through this, the quality of education is improved [14]. According to L.G. Mamatkulova, the effectiveness of the educational process can be increased by effectively organizing testological activity.

Testological activity, as one of the most important methods of determining and assessing students' knowledge, occupies a special place in the pedagogical process. The role of general pedagogy in preparing history teachers for testological activity is determined by a deep study of the theoretical and practical foundations of this process. Testological methods can increase students' interest in historical events, and develop their skills in drawing important historical conclusions, among others [15]. R.Kh. Karimov noted that testological activity is a very important tool for the systematic assessment and control of knowledge in the educational process. In this sense, the preparation of future history teachers for testological activity is carried out through the perfect mastery of general pedagogical knowledge and the development of skills to apply it in practice. Testological approaches create wide opportunities for the effective assessment and analysis of students' knowledge in the pedagogical process. The role of general pedagogical science in this regard is very large, because by mastering the theoretical and practical aspects of pedagogical education, teachers have the opportunity to successfully implement testological activity.

The professional qualifications of teachers can be improved by developing testological activity in the process of teaching pedagogical subjects in higher educational institutions. Innovative technologies and testological approaches are of particular importance in the effective organization of the pedagogical process. Testological activity, in turn, allows teachers to take an objective approach to analyzing students' knowledge and assessing their achievements. At the same time, test-based activities also help students develop self-assessment and independent learning skills.

CONCLUSION

Based on the above, we can see that general pedagogy plays an important role in preparing future history teachers for testological activities. Through this process, teachers have the opportunity to analyze students' knowledge, identify their achievements and shortcomings in the learning process, and improve the educational process based on the results. Therefore, mastering the theoretical and practical aspects of general pedagogy is important for future teachers. Effective organization of testological activities for future teachers serves to develop their professional competencies. Therefore, the effective use of tests in the educational process, preparation for testology based on general pedagogical principles and methods is an important condition for improving the quality of education. In this regard, the opinions and scientific foundations of scientists are of great importance in determining the place of testological activities in the educational process and improving it.

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