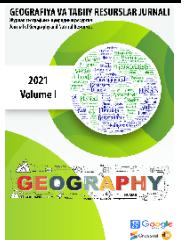




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DEVELOPING THE TESTOLOGICAL COMPETENCE OF GEOGRAPHY TEACHERS

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ABOUT ARTICLE

Key words: Testological competence, Bloom's Taxonomy, geography teacher, test supervision, pedagogical diagnostics, assessment criteria, professional development

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Abstract: This article discusses the issues of developing testological competence of geography teachers, its theoretical foundations and practical significance. The role of test control in the modern education system, and the current aspects of forming teachers' test design and analysis skills are analyzed.

GEOGRAFIYA O'QITUVCHILARINING MALAKASINI OSHIRISH VA SINOV DAN O'TKAZISH

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MAQOLA HAQIDA

Kalit so'zlar: Testologik kompetentsiya, Bloom taksonomiysi, geografiya o'qituvchisi, test nazorati, pedagogik diagnostika, baholash mezonlari, malaka oshirish

Annotatsiya: Ushbu maqolada geografiya o'qituvchilarining testologik kompetentsiyasini rivojlantirish masalalari, uning nazariy asoslari va amaliy ahamiyati muhokama qilinadi. Test nazoratining zamонавиј та'lim тизимидаги о'рни, о'qituvchilarning test sinovlarini loyihalash va

РАЗВИТИЕ ТЕСТОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЕЙ ГЕОГРАФИИ

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О СТАТЬЕ

Ключевые слова: Тестологическая компетентность, Таксономия Блума, учитель географии, контроль тестирования, педагогическая диагностика, критерии оценки, профессиональное развитие

Аннотация: В статье рассматриваются вопросы формирования тестологической компетентности учителей географии, ее теоретические основы и практическое значение. Анализируется роль тестового контроля в современной системе образования, актуальные аспекты формирования у учителей навыков проектирования и анализа тестов.

INTRODUCTION:

In today's rapidly evolving educational landscape, the role of geography teachers has become more crucial than ever. As the subject continues to expand beyond traditional boundaries, educators are expected to possess a broader set of competencies that not only include geographical knowledge but also the ability to effectively communicate, engage, and inspire students. One such essential competence is **testological competence**—a term that refers to a teacher's ability to design, implement, and assess educational tests in a way that enhances learning outcomes. Developing the testological competence of geography teachers is paramount to ensuring that assessments are meaningful, fair, and aligned with educational goals. Effective testing practices not only evaluate students' understanding of geographical concepts but also provide critical feedback to inform teaching strategies. This article explores the importance of testological competence in the context of geography education, identifying key strategies for its development and highlighting its impact on both teacher performance and student achievement. Through a deeper understanding of testological skills, geography teachers can better navigate the challenges of assessment while fostering an environment conducive to active learning and academic growth.

MAIN RESULTS AND CONCLUSIONS:

The development of testological competence in geography teachers has been shown to significantly enhance the effectiveness of educational assessments, thereby improving both teaching practices and student outcomes. The key results of this study, framed through the lens of Bloom's Taxonomy, highlight the essential aspects of testological competence at various cognitive levels:

1. Knowledge (Remembering): Geography teachers with strong testological competence are better equipped to design assessments that accurately reflect the content and learning objectives of their curriculum. By understanding the fundamental principles of test construction, teachers are able to create tests that cover a wide range of geographical knowledge, ensuring a comprehensive evaluation of student learning.

2. Comprehension (Understanding): Teachers with well-developed testological skills demonstrate a deeper understanding of how assessments align with students' cognitive abilities and learning stages. They are able to analyze and evaluate student performance more effectively, adjusting their teaching strategies based on the data provided by assessments. This understanding allows teachers to make informed decisions that improve both their instructional approach and students' learning experiences.

3. Application (Applying): Through the development of testological competence, geography teachers are able to apply assessment strategies that cater to diverse student needs. This includes creating a variety of question types (e.g., multiple-choice, short-answer, and project-based assessments) that challenge students at different levels of Bloom's Taxonomy, ensuring that the tests not only measure basic knowledge but also higher-order cognitive skills, such as analysis, synthesis, and evaluation.

4. Analysis (Analyzing): Geography teachers with strong testological competence are able to analyze the effectiveness of their assessments in real-time. They can identify patterns in student performance, assess the fairness and clarity of test items, and adjust the difficulty level of future assessments. This analytical approach ensures that tests provide meaningful feedback, helping teachers identify areas where students may need further support or enrichment.

5. Synthesis (Creating): The development of testological competence empowers geography teachers to design innovative and engaging assessments that foster higher-order thinking skills. By incorporating activities such as case studies, spatial reasoning tasks, and project-based assessments, teachers can encourage students to synthesize information, apply geographical concepts in real-world contexts, and develop critical problem-solving skills.

6. Evaluation (Evaluating): Finally, geography teachers with strong testological competence are capable of critically evaluating their own assessment practices. They regularly

reflect on the validity and reliability of their tests, seeking feedback from students and peers to continuously refine and improve their testing methods. This reflective practice ensures that assessments not only measure student knowledge but also serve as a tool for ongoing instructional improvement.

Testological competence is a set of knowledge, skills and qualifications of a teacher in creating test materials, developing test tasks, analyzing and evaluating test results. This competency includes the following components:

- *Knowledge of test design methodology*
- *Ability to distinguish between types of test tasks*
- *Skills in statistical analysis of test results*
- *Ability to apply criteria for assessing test quality*

Development of teachers' testological competence includes the following areas:

- Organization of special advanced training courses
- Conducting practical seminars and trainings
- Using online platforms and resources
- Exchange of experience and establishing partnerships

The assessment of teachers' testological competence is carried out based on the following criteria:

Criteria	Indicators
Theoretical knowledge	Level of knowledge of the basics of test theory
Practical skills	Test design and analysis skills
Technological literacy	Ability to use modern test systems
Analytical skills	Correct interpretation of test results

CONCLUSION:

In summary, the development of testological competence allows geography teachers to create assessments that are both effective and meaningful at every level of Bloom's Taxonomy, from basic recall of geographical facts to the application of complex problem-solving skills. This results in a more dynamic and responsive teaching approach, better student outcomes, and a deeper engagement with the subject matter. As educational assessments play a pivotal role in shaping student outcomes, it is imperative that geography educators are equipped with the knowledge and skills to design and implement tests that are not only fair and accurate but also reflective of the diverse learning needs of students. By enhancing their ability to create meaningful assessments, geography teachers can gain deeper insights into student progress, adjust their teaching methods accordingly, and promote critical thinking and problem-solving skills. The development of testological competence is a continuous process that requires ongoing professional development, reflection, and adaptation to emerging educational trends. As the landscape of education continues

to evolve, geography teachers must stay informed about best practices in assessment, ensuring they are prepared to meet the challenges of modern-day teaching. Ultimately, by prioritizing the cultivation of these skills, geography teachers can contribute to the creation of a more engaged, informed, and capable generation of learners who are equipped to navigate the complexities of the world around them. **Used literature**

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