Pedagogical Test For Schoolchildren And Its Features

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ABSTRACT

This article deals with the use of test methods at various study years, advantages and disadvantages of them, as well as individual approach to testing and orientation according to the criteria of limited meaning selection.

KEYWORDS

Pedagogical tests, classification, closed test, open test, efficiency of testing, high objectivity, test method, biological education, development of skills and knowledge.

INTRODUCTION

Radical reforms have been carried out in the economic and social spheres since the Republic of Uzbekistan gained independence. The essence of these reforms is all-round development of the younger generation, their spiritual wealth, potential, knowledge, skills and abilities.

At the same time, young people need to have the ability to think independently, be able to correctly assess different situations and make

decisions independently in problematic ones in order to overcome them. In young people, such qualities can be formed and developed in the classroom aimed at solving pedagogical tests within educational process.

Tests (trial, test, research) are considered as standardized tasks aimed at measuring knowledge, skills, habits, level of development and personal characteristics of person being tested.

A pedagogical test is a tool for controlling knowledge and possibility to determine reliability of measurements with a certain accuracy. The use of the test methodology allows for a quantitative analysis of effects of teaching in various study years, which is impossible within traditional systems. A professionally designed test allows to test the knowledge of a large number of students in a short period of time, while traditional exams can assess only random aspects of knowledge. Despite a number of positive features of testing, namely: insignificant amount of time to collect information; simple technology for processing results; comparison of learning results.

It also has disadvantages: limited choice of meanings; allows to have superficial idea of an object or phenomenon; does not allow to reveal reasoning ability; does not contribute to the development of eloquence; does not reveal the depth of knowledge on the issue. Main disadvantage of testing is high objectivity of assessment, that requires special measures to ensure confidentiality of test items. To improve the effectiveness of testing in biological education, the following requirements must be met:

1) Questions and tasks in the test should be interrelated and interdependent;
2) Simplicity and accuracy of wording;
3) Reasonable ratio of open and closed test questions;
4) Sufficient and necessary number of questions;
5) Certain logic of the arrangement of questions in the test.

Within current limitations, testing method is the most powerful, reliable and objective means of solving a wide range of pedagogical problems.

Test classifications.

There are two approaches in testing - criterion-oriented tests and norm-oriented tests.

Tests can be classified for a variety of reasons.

By means of presentation:

- Blank;
- Using test books;
- On-subject - in which it is necessary to manipulate material objects, the effectiveness of these tests depends on the speed and correctness of tasks;
- Hardware - tests using devices to assess attention, perception, memory and thinking;
- Practical - similar to laboratory work, but include test equipment;
- Computer;
- Adaptive - in which questions are presented one at a time, depending on the response to the previous test;

Directional, i.e. by what exactly is supposed to be assessed using this test:

- Intelligence tests;
- Personality tests;

- Achievement tests.

By actions:

- Verbal;
- Non - verbal (practical).

By purpose of use:

- Knowledge or behavior of a student at the beginning of training (defining test);
- Progress made in the learning process (formative test);
- Learning difficulties and their sources during the learning process (diagnostic test);
- Main achievements at the end of training (summarizing test).

Well-written tests have a specific structure and consist of:

• **Instructions**. It should contain instructions on what the subject should do, how to complete the task, where and how to make notes, describe what to be done etc. Most clear, understandable and unambiguous option is to circle the number corresponding to the correct answer and/or requirement to fill the answer in the space provided.

• **Text of the task (question).** It represents content of the task and may contain stimulating material referred to in the question in the form of text, pictures, tables etc.
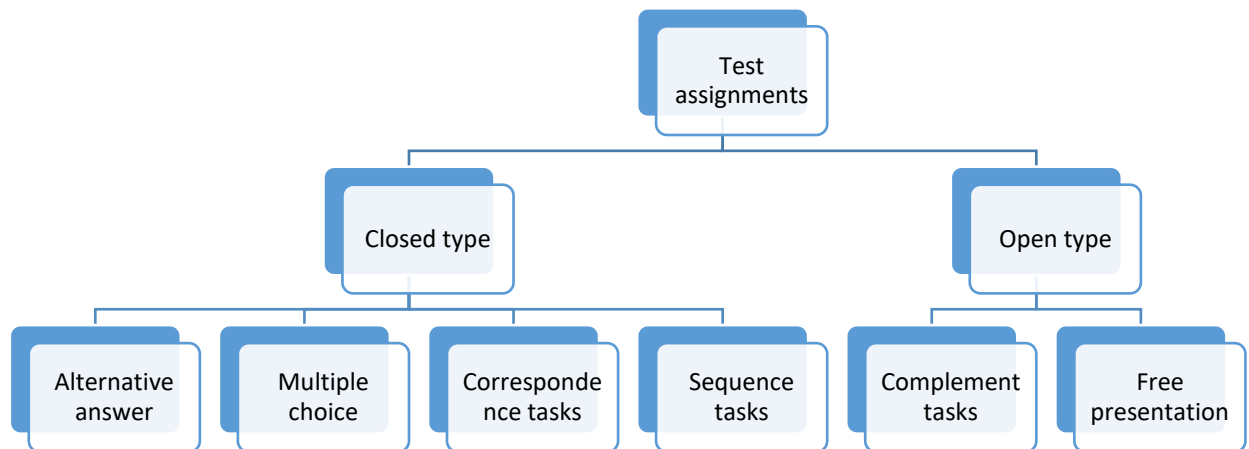
• **Introduction**: information preceding the question.

• **Question**: Essential part of the question.

• **Answer limitation**: the question must be of high quality to prevent unwanted interpretations by students.

• **Answer keys or grading scheme.**

There are two assignment types that include also six test types.

Closed type assignments.

Alternative answer assignments (AA) (right - wrong). For each AA question only two answer options are given. Alternative answer questions are the simplest, but not most common in test writing. They are used to assess one element of knowledge. The use of AA assignments as a separate question is rarely used.

Alternative answer assignments are not very effective separately, but long series of such questions provide certain advantages.

Answers to them usually do not take much time and it is possible to cover all the material on the subject, asking as many questions about it as possible. In this form, setting alternative answers is more suitable for identifying the level of mastery of complex definitions, knowledge of rather complex graphs, diagrams, diagrams, etc.

Multiple choice assignments are the main type of assignments used in achievement tests.

Multiple choice problems involve a variety of choices. The subject must choose one of the proposed options, among which most often only one is correct. Five alternative answers can be considered optimal, while it should be borne in mind that this is not always possible.

In multiple choice tasks, the number of correct answers is not limited. In case there are several correct answers, it should be indicated that there are several correct answers. However, for practical reasons, it is better to stick to the rule that multiple-choice assignment has only one correct answer.

Correspondence tasks (restoration of correspondence) are ones that require to find or equate parts, elements, concepts to constructions, figures, statements, i.e. restore correspondence between elements of two lists. Tasks in which it is required to restore row order are also of the same type. Main advantage of such tasks is possibility to quickly assess knowledge, abilities and skills in a specific area of knowledge as well as effectiveness of placing tasks in the test.

So that correspondence tasks lead to a result that does not depend on external causes, it is necessary to take into account perception requirements when designing them:

- The number of input data of one list should not exceed 10; if there are more of them, it is better to create more tasks;
- If length of lists does not match this must be indicated in the instructions and the key.

Sequence tasks can be considered as a type of correspondence restoration task, when one of the series is time, distance, or another continuous element, which is implied as a series.

Advantages of closed type assignments:

- They can be reliable, since there are no factors associated with subjective assessments that reduce reliability;
- Assessment of assignments is completely objective: there can be no differences between assessments of various assessors;
- It does not matter if the subjects are good at formulating answers;
- Tasks of this type are easily processed, testing is carried out quickly;
- A simple filling algorithm reduces number of random errors and misprints;
- These tasks allow to cover large areas of knowledge which is especially important for achievement tests;
- Machine processing of responses is possible;
- Low probability of guessing correct answers;
- Accurate assessment of test content that is important for determining compliance of the test with the research objectives.

There are two types of open type assignments:

- Free presentation or free design that assume free answers of those being

assessed in the essence of the task. There are no restrictions on answers. However, wording of the tasks should ensure that there is only one correct answer.

Instructions for free presentation tasks: complete a sentence (phrase), write the correct answer instead of an ellipsis; complete the definition by writing down the answer in the form, etc., that is, instead of ellipsis, you can enter a phrase, sentence or even several sentences.

- Complement tasks (also called questions with limited answers). In these tasks, the subjects must also independently give answers to questions, but their capabilities are limited. Constraints ensure objectivity of evaluating and formulation of the answer enable unambiguous assessment.

Instructions for complement tasks: instead of each ellipsis, write only one word (symbol, sign, etc.).

It is not difficult to meet basic requirement of complement tasks – the correct answer will be the very expression, word, etc. to be entered by testee.

Advantages of well-written complement and free presentation assignments are:

- Brevity and unambiguity of answers;
- The need to reproduce the answer from memory;
- No need to look for multiple answer options;
- Simplicity of wording questions;
- Ease of verification;
- Inability to guess the answer.

In conclusion, it can be said that if each teacher pays attention to the norms of testing, creation of test materials will lead to an increase in knowledge and skills of students.

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