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Method for Developing the Skills for Composing Learning Tests in Teachers

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Abstract: *The article contains materials on the science of testology, pedagogical tests and their types, didactic requirements for pedagogical tests, rules of pedagogical tests and test methods. Several guidelines and recommendations for the development and preparation of pedagogical tests are also provided.*

Keywords: *Testology, testological competence, test assignments, pedagogical tests, closed tests, open tests, test requirements, test methodology.*

The teacher creates the future. So, if we want to build a happy future, one of the most pressing tasks today is to study the activities of teachers who teach and educate students, provide them with methodological assistance and improve their skills. It is important that the assessment system is set up correctly in the learning process. Teachers use a variety of tools and methods to assess learners' knowledge and skills. If the knowledge and skills of learners are not properly and fairly assessed, the quality of education can be adversely affected. More and more pedagogical tests are now being used to assess students' knowledge. In order for the knowledge and skills of the learners to be properly assessed, the teacher must be able to prepare the tests at the required level. Testological competence is the acquisition of a set of organizational, managerial and analytical-constructive testological competencies, personal approach to them, as well as the subject and result of activities on the use of testing in the learning process [1]. That is, teachers need to be well-developed testological competence, test-making skills. Therefore, one of the most pressing issues today is the formation of the skills of our teachers to create pedagogical tests and constantly increase their testological knowledge in the process of professional development.

The widespread, development and improvement of the test method is due to its following advantages:

- Test tasks allow to accurately assess the knowledge, skills and abilities of respondents in accordance with the purpose of the study;
- Ability to identify and summarize the views and opinions of many respondents who participated in the survey;
- Objective implementation of the process of identification and assessment of knowledge, skills and abilities of students, prevention of subjectivism by the evaluator;

- It is possible to conduct a comparative and statistical analysis of data obtained from different groups of respondents.

Currently, every teacher in a voluntary educational institution uses testing as a method of assessing students' knowledge of the subject they teach. To do this, he must develop science-based test assignments according to the State Education Standards or the State Required Curriculum. Teachers of educational institutions should be able to prepare test assignments that meet the requirements of modern testology. Therefore, they should be aware of the rules for compiling tests, their types, and the basic requirements for tests.

A pedagogical test is a set of test tasks that allows you to objectively determine the level of preparation of test takers in certain areas of knowledge [2, 95].

Pedagogical tests are a system of tasks that grow on this level of difficulty, have a specific form, allow quality and effective control and assessment of the level of readiness of students on a particular content [3, 25].

The answers to the test assignments will consist of meaningful, concise, clear, concise, correct and incorrect sentences. The correct and incorrect answers in the test tasks are required to have the same combination of words and numbers.

One of the basic rules of test design is to determine what the test is for. At the same time, it is necessary to determine the method of compiling and testing test tasks, didactic requirements for test tasks, test plan development, test plan for science departments, test plan for the level of mastering the teaching material.

Didactic requirements for test assignments. Not all structured test assignments can be used equally. For test questions to be perfect, it is necessary to follow a number of requirements when compiling them. These include: the relevance of the content of the test assignments to the learning objectives; material significance; scientific accuracy; consistency; smoothness and harmony;

The level of knowledge of students is monitored through test assignments and the analysis of the results obtained determines the level of knowledge, skills and abilities acquired by the STC (State Testing Center) in this course.

It should be noted that the sequence of the knowledge structure in test tasks should be given at the required level in the logical direction of correct and incorrect answers.

The results of the test tasks, ie the scores and indicators of students, are directly related to the purposeful organization of the educational process in this course, the individualization of education, the presence of a differentiated approach, pedagogical skills of the teacher, the validity of control.

The teacher monitors the knowledge, skills, and competencies of students in a particular course as standardized by the STC for that course. and the assessment rating system should focus on the content of the STC, i.e. the content and form, the coherence and consistency between the test tasks, in the design of test assignments for the current, intermediate and final control.

The basic requirement for test assignments is that each test must have a specific content, content, integrity, and structure.

With this in mind, it should include the content of the task, the procedure, the rules, the instructions on the generalization of the test results and the score that the student may receive as a result of this task..

The integrity of test items is seen when it covers a topic, chapter, section, or course content and is able to control them [4].

Each test task covers a specific content as part of a holistic task and performs a specific task, so removing any of them has a direct impact on the process and quality of knowledge identification.

The structure of test assignments is achieved by implementing the interrelationship of the assignment. Basically, it can be seen that each test task is related to each other through the overall content and the overall variation of the results to be achieved.

The answers to the questions are a brief sentence that depends on the content of the assignment in terms of content and form. The criteria for correctness of answers are determined in advance by the author of the assignment. Evaluating responses based on their level of accuracy is rarely done in practice, but when necessary, assignments are created with answers that are correct to varying degrees [5].

Currently, in the education system, more than two main types of pedagogical test assignments are used in the assessment of students' knowledge. They are, closed tests and open tests.

Closed Tests - A test condition consists of a question or task, an assignment, or short answers. Closed tests may have more than one correct answer, but, more often than not, tests that use one of the correct answers are used more often. The reason it is called a closed test is that the learner cannot give his / her own answer to the task, he / she will be able to choose only one (several) of the answers given in the test.

Open tests - allow the learner to respond voluntarily. In open tests, a single keyword (or words) is usually omitted. For example, words denoting the sign of an object are called

Basic recommendations and guidelines for the preparation of pedagogical tests. The sequence of pedagogical tests is as follows:

- First of all, it is necessary to determine the amount of learning elements that make up the content of the topic (subject, subject, department), i.e., test items;;
- Second, it is necessary to define the general and individual goals of education;
- Third, it is necessary to develop a test assignment;
- Fourth, it is necessary to examine the structured test assignments;
- Fifth, it is necessary to test the tested test tasks in practice;
- Sixth, it is necessary to determine the quality of the test..

The following rules should be followed when designing pedagogical tests:

- All distracting answers to the test should be close to the truth;
- The length of the answers should be almost the same;
- Answers must be grammatically correct, consistent with the basis;
- The answers should not be synonymous;
- There should be no ambiguity in the question or in the answers;
- The answers should use logical words;
- The correct answers should not be given in sequence.

The rules listed should be followed in compiling pedagogical tests. Every teacher should be aware of these rules before creating tests.

Test assignments should include the most necessary, important, and basic sections of the study material. Test assignments should include the most basic, essential materials from the topic or section. Questions

such as why and how they arose should be used, not when. Learners should be able to respond to test assignments using the knowledge and skills they have acquired on the topics covered. The form and content of the test assignments should be harmonized.

Designing test assignments based on the above requirements and rules requires the teacher to have knowledge and skills in testology. Hence the need to create special courses or modules to improve the testological competence of teachers in the process of professional development. It is advisable for teachers to independently increase their theoretical knowledge of testology using special literature. In the process of professional development, the basis for improving the testological knowledge of teachers is created by organizing a course for teachers "Improving testological competence".

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