



TYPES AND PRINCIPLES OF NON-STANDARD TESTS IN THE EDUCATION SYSTEM BY CONTENT AND ESSENCE

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Abstract. This article is devoted to the types and principles of non-standard tests in the education system by content and essence, and provides opinions on the types of non-standard tests, testing issues, principles of composing test tasks, content and form requirements in the preparation of non-standard test tasks, requirements for non-standard test tasks.

Key words: education system, non-standard tests, testing, non-standard test tasks, personality tests, projective tests, creative approach, level of training, subject teacher.

One of the important aspects of using test questions, especially non-standard test tasks, in the educational process is that they provide a high opportunity to test and clarify the knowledge of students on a wide range of topics in a short period of time. The use of non-standard tests primarily forms and develops positive qualities in students, such as independent thinking, creative approach, processing of information learned on the topic, the ability to express one's opinion, explaining the essence of a particular process, object or event, and highlighting the specific features of this process, object or event. At the same time, the creation of non-standard test tasks forms and develops creativity in the subject teacher, leads to work on oneself, and a critical attitude to one's own knowledge. It also allows the teacher to identify shortcomings in teaching the subject and helps to identify talented, inquisitive students.

The word "test" is derived from the English word "test" and means "to check, try, control". Initially, tests consisted of a set of verbal or pictorial tasks used in psychology to determine a person's thinking ability, special important capabilities, willpower and



other aspects. The Netherlands, the USA, Great Britain, Japan, Denmark, France, Israel, Finland, Canada, Australia, New Zealand and other developed countries are leaders in the testing section. It is not accidental that countries with a high standard of living are included in this list. Here, the impact of the use of tests on the quality of education is associated with the quality of management, and quality management, in turn, creates the basis for improving the quality of life of the population.

Currently, tests are divided into the following types:

- achievement tests - aimed at measuring knowledge;
- mental tests - aimed at determining intelligence, intelligence, intelligence, talent;
- creativity tests - testing the level of creativity, creativity;
- criterion-referenced tests - through which system of skills, competencies and behavior can educational or professional knowledge and tasks be measured;
- personality tests are related to measuring characteristics, temperaments, qualities, virtues, traits;
- projective tests - designed for a person to reveal himself without external influence, etc.

Testing is a method of testing the knowledge and skills of students using tests. Testing is one of the oldest processes in human history, and in ancient China, civil servants were recruited using this method. The term "intelligence test" was first used in an article by the American psychologist James McKinney Cattell in 1890, in which he described a series of tests that were used annually to determine the intellectual level of college students. The French psychologist A. Binet also devoted his research to methods for determining mental potential.

Since 1920, the education departments of some US states have begun to experiment with testing, and after the 1930s, this method began to be used in all US schools, and a cooperative service for developing tests was established. Its main task was to provide US schools and colleges with clear assessment criteria based on the specified requirements. Later, this service was transformed into an educational testing service.



The Examination Council began to use the test data to test the knowledge of applicants to colleges and universities.

As is known, in the former Soviet Union, testing knowledge and skills through testing was considered unscientific, but since the 1970s, the testing method has been gradually used in schools as an experiment by scientists and advanced teachers. Currently, there are many types of tests in the world, the main of which are the following: multiple-choice tests; tests with combined questions; tests designed to fill in the missing words; tests with pictures, maps or drawings; complex tests; tests in the form of tables; didactic tests or multiple-question and answer tests; non-standard tests, etc.

Principles of composing test tasks. When compiling test tasks, the principles of scientificity, consistency, conciseness and accuracy, informality, logical sequence, systematicity, generality and specificity, simplicity or complexity, demonstrativeness, connection between theory and practice, development of thinking, creativity, independence and consciousness - differentiation, that is, taking into account the individual characteristics of students, educational, compliance with the curriculum, objectivity in terms of time, and applicability are followed. Tests compiled in accordance with these principles are of high quality and effective.

Test tasks used in the educational process are structured on the basis of four levels of difficulty, and the level of difficulty of each task should be indicated in the task passport, which are:

- Easy (reproductive) (I) - the level that determines the ability of students to remember the educational material without reworking it, requiring knowledge of the essence of phenomena, events, laws and terms;
- Moderately difficult (productive) (II) - a level that requires students to analyze, synthesize, compare objects, draw conclusions by applying several laws and regulations at the same time, and generalize;
- Difficult (partially exploratory) (III) - a level that requires students to apply previously acquired knowledge, skills and competencies in new unexpected situations,



to draw conclusions by analyzing, synthesizing, comparing objects, and generalizing using laws and regulations;

- The most difficult (creative) (IV) - a level that requires students to apply previously acquired knowledge, skills and competencies in solving educational problems arising in unexpected situations, to perform mental processes such as analysis, synthesis, comparative comparison, generalization, and drawing conclusions.

Types and principles of non-standard tests in education according to their content and essence. Non-standard tests are divided into the following groups according to their content and essence: integrative, adaptive and criterion-referenced tests.

Integrative tests are test tasks that increase in integral content, form, and difficulty level, allowing for a generalized final conclusion about the level of preparation of a graduate of an educational institution.

Adaptive tests are automated, allow for an individual approach to students, consist of instructions on the content of the task, the procedure for its implementation, the points that the student can obtain as a result of completing this task, and generalize the test results. The main group of adaptive tests is pyramidal adaptive tests, which, according to the purpose of use, can be: medium-weight, mixed at the student's choice, and only difficult from the bank of tasks. These tests are successfully used in the module-credit system of organizing the educational process. For this, a subject teacher must have the skills to create and apply test tasks with several options of varying difficulty levels on the content of one topic, chapter, section, course.

Criterion-based tests are conducted to determine the general level of preparation of students, the quality of teaching of this course, the pedagogical skills of the subject teacher, and the effectiveness of the educational process. Content and form play a key role in the preparation of non-standard test tasks in education.

Therefore, the selection of the content of test tasks is based on the following principles:



1. The content of the test tasks is consistent with the purpose of the test. This principle requires that the content of the test tasks be selected in accordance with the purpose of the control types of the rating system for monitoring and assessing the knowledge, skills and qualifications acquired by students in the subjects.

2. The importance of the knowledge being controlled and assessed. The principle of importance requires that the most important laws, theories, concepts and skills from the curriculum be included in the test task questions. In this process, it is not recommended to include secondary information, figures and factual materials in the test tasks.

3. Unity of content and form. This principle requires that the content and form of the test tasks be consistent with each other and form a whole.

4. The content accuracy of the test tasks. It is advisable to include objective and real knowledge from the content of the course in the test tasks. Issues that cause controversy and debate in the content should not be included in the test tasks. This situation does not allow for fair and impartial control and assessment of the knowledge, skills and qualifications acquired by students.

5. Re-presentation of the content of the course in the content of test tasks. This principle implies that the content of the course is fully and sufficiently covered in the preparation of test tasks. In the educational process organized according to the course, sufficient attention is paid to inter-thematic, inter-chapter, inter-departmental and inter-disciplinary connections, and in the content this process is reflected in the educational material in the form of connections between concepts, in which case test tasks are prepared not on all topics, but on selected main topics and chapters.

6. The relevance of the content of test tasks to the current state of the science. This principle requires the content of test tasks to be adapted to the socio-economic, spiritual and educational views taking place in our society, legal regulatory documents, and scientific innovations included in the content of the educational course of the subject.



7. Comprehensive and balanced content of test tasks. This principle establishes expediency in choosing the content of test tasks, and requires that the content of test tasks created for control fully cover the content of the chapter, section or course, taking into account its type and application.

8. Systematicity of the content of test tasks. In this case, when choosing the content of test tasks, the content must meet the requirements of systematicity in controlling the knowledge, skills and qualifications acquired by students, and reflect the general aspects of knowledge that are inextricably linked to each other.

9. Variability of the content of test tasks. When test tasks are first introduced into practice, their content becomes known to students, and in order to prevent information about test answers from being distorted, this principle requires that test questions and answers be made multiple-choice, replaced, and updated. In this case, it is necessary to maintain the content of the test tasks and the level of difficulty of their completion.

Requirements for non-standard test tasks. The requirements for non-standard test tasks are: the correctness of the content of the test task; the logical selection of the question; the correctness of the form of the test task; the brevity of the test task questions and answers; the correct location of the test task elements; the same assessment of the correct answers to the test task; the provision of uniform instructions to students on the implementation of the test task; the correspondence of the instructions to the test task and its content.

The content plays a key role in the creation of these test tasks, therefore, it is advisable to create test tasks that determine the level of achievement of knowledge in the content of the subject course and the corresponding learning objectives.

Non-standard test technology is an excellent assistant to the subject teacher in organizing the lesson process, assessing and monitoring student knowledge. The following are the positive features of these test tasks: - they allow the subject teacher to assess several students or the entire audience at the same time in a relatively short time and facilitate the process of checking the tasks for the teacher (they solve the problems



related to the time spent on checking written tasks and the students' abilities in the oral survey method of the students in the group);

- they fully cover the topic and create the opportunity to stratify students according to their level of knowledge;

- they prevent students from expressing various dissatisfaction when assessing students' knowledge through non-standard test tasks, that is, there is no room for objections.

Test tasks, in turn, also have negative features, which include the following: there is an opportunity for students to copy tasks; the possibility of finding the correct answer by chance increases, especially as the number of answer options decreases; It hinders the development of oral and written speech.

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