



TECHNOLOGIES OF END-TO-END PEDAGOGICAL TESTING IN THE UNIVERSITY

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ABSTRACT

This article considers the technologies of pedagogical testing in the university from the scientific and methodological positions. Attempts have been made to reveal the innovative potential of pedagogical testing in the process of its technologization; It also shows the methods of implementing the functions of test control at each of its stages, offers recommendations for organizing the forms of test control.

KEYWORDS: *pedagogical testing, classification of pedagogical tests, innovative potential, forms and functions of test control, requirements for pedagogical tests.*

DISCUSSION

In modern conditions of the globalization of education, the orientation of educational institutions to world standards, the problems of developing scientifically grounded methods and technologies for monitoring and assessing students' knowledge are actualized. The most optimal and reliable tool for controlling the knowledge of students of higher educational institutions is testing. The problem of the development of pedagogical testing requires the creative mastery of the richest achievements of world testology, an active search for innovative approaches, the development of high-quality, standardized pedagogical tests, the improvement and diversity of their functions, forms and composition. Uzbekistan summarized the advanced experience of foreign countries in the testing system, taking into account its national traditions and regional characteristics, and was the first among the CIS countries to apply the testing system at the state level [1,138].

Meanwhile, in the pedagogical practice of universities, there are monotonous, stereotyped forms of test control, the dominance of test tasks with the choice of the only correct answer, which inhibit the cognitive activity and educational motivation of students. Insufficient attention is paid to the issues of forms, types and kinds of test items, which are often used as equivalent, there is a mixture of forms and types of test items, their scientific classification is poorly developed, there is no clarity in the formulations of the conceptual apparatus, which, in general, undeservedly discredits the test method.

In the practice of monitoring and diagnosing learning, pedagogical tests are presented in the following varieties: tests of educational achievements, tests of success, didactic tests, teacher tests, non-standard programmed (adaptive), integrative, predictive tests.

The most common form of control is norm-oriented achievement tests (comparison with indicators of the results of tasks of other respondents). Norm-oriented achievement tests are widespread in the USA and Germany and are effective at the entrance and final control of students' knowledge. It is advisable to combine achievement tests into test batteries and track the dynamics of learning "knowledge, skill, qualification", which in the future will make it possible to obtain a student's performance profile in various subjects.

Criteria-oriented tests correlate with the qualitative characteristics of the content of the task (test). Criteria-oriented tests allow you to successfully combine testing, interpretation of results and correction of the course of training. When compiling this type of test, it is necessary to clearly identify the area of knowledge and skills it measures.

The very name "adaptive test" speaks of an adaptive model of providing a favorable, comfortable educational environment for the individual, the implementation of the principle of humanization in the context of student-centered learning. The development of adaptive tests is based on the idea of rationalizing the actions of the subject and differentiating his or her abilities, implemented through an automated system that regulates the



dosage of test tasks depending on the degree of assimilation of knowledge by students. The difficulty level of the adaptive test is evaluated empirically with the subsequent formation of a bank of tasks with control algorithms in training. (2). In the context of the above, the principle of individualization of training is actualized, taking into account the degree of development of abilities, temporal characteristics of a person. The application of adaptive tests determines the natural choice of an individual trajectory of self-control in learning with a gradual approach to the standard level of knowledge. This test is an element of programmed learning and is performed on a computer. Let's give an example of an adaptive test. Carefully read the material in Box 1 and choose the answers you think are correct. Follow the instructions.

1. General didactics by its research covers:

A) All subjects and levels of study.

B) All subjects and only one specific level of instruction, for example, junior elementary school.

C) One subject, the content of which is revealed at all levels of education (including university).

If you chose answer A, go to Box 3; B - go to box 2; C - Go to Box 4.

2. You probably equate general didactics with elementary teaching methodology or with higher education didactics. Go back to Box 1 and look for the correct answer.

3. Very good. Go to the study of § 3.

4. The answer is wrong. The study of the process of teaching one subject, but at all levels of its study, is the subject of private, not general didactics. Go back to box 1 and choose the correct answer.

The undoubted advantages of the adaptive test are the flexibility and accuracy of the methods of diagnostics of learning, the economy of time (a strong student receives fewer questions, which means less time spent), tracking gaps in knowledge and self-correction. Unfortunately, the stage of preparation for the adaptive control of knowledge is rather laborious and involves technical difficulties.

In pedagogical theory and practice, the most productive are closed, open forms of test

assignments, as well as assignments for setting correspondence and ordering the sequence.

The closed form of the test assignments involves choosing the correct answer from among the proposed ones.

The reliability of closed tests is achieved primarily by their clarity, consistency, laconic formulation, the interaction of content and form, as well as the presence of plausible answers - distractors. There must be at least four of them. In our opinion, a closed test with several correct answers has a high diagnostic, cognitive, and motivational value. For instance:

From the listed names, select those that determine the formation of the content of the educational process.

These are: 1) goals; 2) consumption; 3) social and scientific achievements; 4) parents' wishes; 5) social needs; 6) personal needs; 7) opportunities; 8) teaching methods; 9) teaching principles; 10) pedagogical intentions.

Answers: 1, 3, 5, 6, 7.

Open tests stimulate the search activity of students and contain great potential in the development of cognitive and creative abilities of the individual, as well as mental processes of memory, thinking, imagination. There are two types of open tests: filling a gap with one word or a detailed answer. Specialists have defined a number of rules for developing and conducting open test assignments:

- In each task it is desirable to have one addition;
- It is required to supplement the most important word (key term);
- The question should be formulated clearly and not allow ambiguous interpretation;
- The dash must be as long as the word to be added.

Due to the high cognitive, motivational value of open tests, they should be more widely used at the stage of current control when working out new topics, terminological concepts, categories, forming individual skills, determining the quality of lectures and seminars.

Insert the missing word:

1. _____ The process and result of quantitative and qualitative changes in the human body is _____ (answer: development).
2. _____ The education of blind children is dealt with by such a branch of pedagogy as _____ (answer: typhlopedagogy).
3. _____ Scientifically formulated experience of transforming the pedagogical process in precisely considered conditions is _____ (answer: experiment).
4. _____ test assumes the availability of answer options (answer: closed).
5. _____ The experiment is carried out to confirm _____ (answer: hypotheses).

Tests for matching elements of one set to elements of another. The number of test items on the left and right side of the table should not be the same [4,131] for example:



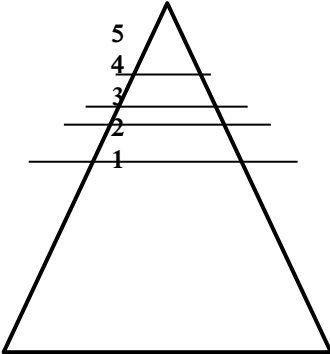
What type of governance do the educational systems of the world belong to?

1.	Centralized systems	A.	France
2.	Decentralized systems	B.	China
		C.	The UK
		D.	The USA
		E.	Russian
Answer:	1 -	2 -	

Answer:	1 - ABE	2 - CD
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The test for establishing the correct sequence is mainly used to assess the level of professional readiness, the sequence of stages of the

subject's actions. For example: Determine the correct sequence for the location of needs in Maslow's hierarchical pyramid.

	Types of needs	Numeration
	• security needs;	
	• need for respect;	
	• physiological needs;	
	• the need for self-actualization;	
	• need for communication	

Control stages

The researchers determined the functions of test control: diagnostic, upbringing, training, developmental, prognostic, ascertaining, orienting, educational, function of providing feedback, training function, repetition function, etc. Unfortunately, these features are descriptive and conclude with general guidelines. It seems to us that each stage of the test control should perform specific functions. So,

in a higher educational institution the sequence of presenting test items is presented as follows: entrance: at the beginning of training; current: during the training period; midterm: at the end of the study of the section, topic; final: upon completion of the discipline;

The table offered by us shows the strategic directions and functions of the test control at different stages:

	Control stages	Forms of control	Control functions
1.	Entrance control	Pretests that match the content of the final tests	Revealing basic knowledge, skills and qualities; tracking entry level knowledge
2.	Current control	All types of tests, including thematic, training, adaptive, programmed criterion-oriented tests in the process of an independent classroom, including homework	Developing, formative, training function, providing feedback with subsequent analysis and correction of gaps in students' knowledge
3.	Mid-term control	When controlling the assimilation of topics, sections of the program, an open form of test tasks is preferable.	Revealing the degree of assimilation of sections of the program, interpretation of results
4.	Final control	It is advisable to use normative-oriented tests. Obtaining a profile of trainee indicators	Statement. Assessment of student and teacher results; comparative analysis with pretest results



Thus, the effective data of all stages of pedagogical testing can be the basis for building a profile of the student and testify to the dynamics of knowledge acquisition in each subject. End-to-end continuous pedagogical testing during training is the most important feature of pedagogical technology. According to V.S. Avanesov, test tasks can be attributed to the technology of active (3) learning. It has a high innovative potential, which is realized in the process of its technologization: the development of a scientifically grounded concept, adherence to the principles of consistency (integrity, structuredness of pedagogical tests of their homogeneity), controllability (certain stages, procedurality of pedagogical actions, operations in accordance with goals and predicted results), individualization and differentiation of training, providing feedback (continuous monitoring of the dynamics of knowledge), reproducibility (the possibility of repeating the algorithm of technological operations). Knowledge of the stages, forms and functions of test control, compliance with their sequence by the teacher can contribute to the high-quality, deep assimilation of knowledge by students and the development of their skills.

LIST OF USED LITERATURE

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