



TECHNOLOGIES OF USING TESTS IN THE DEVELOPMENT OF COGNITIVE ABILITIES IN STUDENT YOUTH

Umarova.M.

Docents P.f.n.X, Tashkent State Pedagogical University
Named After Nizami “Pedagogy” Department

Ibragimova.D.A
I Stage Master

Abstract

Cognitive skills predict academic performance, so schools that improve academic performance might also improve cognitive skills. Test scores and gains in test scores over time correlated with measures of cognitive skills. Despite wide variation in test scores across schools, differences in cognitive skills across schools were negligible after controlling for 4th-grade test scores. Random offers of enrollment to over-subscribed charter schools resulted in positive impacts of such school attendance on math achievement, but had no impact on cognitive skills. These findings suggest that schools that improve standardized achievement tests do so primarily through channels other than cognitive skills.

Keywords: Cognitive progress, human abilities, development, learning environment, tools, colloquium.

Introduction

The process of thinking and the process of perception are two sides of the same coin. And they represent not only something unique to each of us, but also one of the key components of our lives. From time to time any person, for one reason or another, encounters situations where it is necessary to do something as quickly as possible, for example, to develop a project in all the details, to understand what is being discussed in the material under study and others. But not everyone has the ability to do this quickly and efficiently at the same time. And the point here is that basically everyone has different cognitive abilities. But the very good news is that it can improve a person's cognitive abilities no matter what.

An individual mental person is represented by at least one vector (one of the four subtypes): skin, anal, muscle, or urethra; and in rare cases, a person can have all eight vectors at the same time. Each vector is a separate layer of mental desires and properties that do not intersect with other vectors, each of which has 40 properties –





desires, 36 of which belong to mental manifestations (i.e., non-materially expressed properties – metaphysical) and four of them are related to the properties-desires of the body – eating, drinking, breathing, sleeping. The properties of the body are the same in all vectors, so a person born physically in the same body can have multiple vectors, because the properties of each vector body – eating, drinking, breathing, sleeping – combine into one. It is like separate parts of water, which when combined into a glass, come together into a whole: they are completely mixed there, so that the parts of water originally poured cannot be separated. Therefore, a four-headed person is not born, even if he carries four vectors. Thus, everyone is capable of one type of thinking because he has at least one of the sub-vectors. There are four types of thinking in general: visual-effective, logical, systematic (analytical), or tactical. Cognitive is the cognitive process of processing information that enters the mind, mentally converting it into knowledge, and storing and using experience gained in daily life. What are the cognitive abilities of people, the topic is of interest to psychologists, sociologists, linguists, philosophers. Cognitive research in various fields of science helps to understand and study the following processes:

- Man's knowledge of the world;
- The influence of language and culture on the personal picture of the world (subjective);
- What is conscious and unconscious and how it relates to brain activity;
- Which cognitive abilities are innate and they are acquired at different ages;
- What is the cognitive ability of artificial intelligence (is it possible to create artificial intelligence in the future no less than human).

Colloquium is a form of monitoring. It is used to test knowledge on a section (or main topic) and to decide whether it is possible to move on to learning new material. Colloquium is a conversation with students, the purpose of which is to determine the level of acquisition of new knowledge and improve the cognitive abilities of student youth. Unlike a workshop, the main thing in a colloquium is to test to systematize knowledge. Seminars can be held on the issues discussed. Special questions for the colloquium will not be delivered to students. The size of the answer should be small because the teacher should find time to talk to all the students. At the colloquium, they don't ask as much as they want. Summary Students are given information about grades, and grades are commented on for those who wish.

Independent work is a self-written assignment designed to test students' knowledge and skills. This includes answering questions or performing specific practical tasks. Tests can use a variety of questions and assignments. They are designed to be completed within a specified time interval.





Tests may be designed to test students' knowledge and skills in a particular course or topic. Sometimes they are done as a form of testing students' knowledge throughout the course. The broad meaning of the term "test case" allows it to be used in a variety of contexts. For a series of tests that test knowledge on specific topics of the course, the sum of the scores may be the basis for determining the overall credit or grade for the course. The questions in the case can be open or closed. In the first case, a detailed and free answer to the given question, in the second – a choice of the proposed alternatives. Test assignments are often an integral part of such work. Tests are a standardized form of knowledge assessment. Answering questions or completing test assignments requires clear criteria for their correctness or incorrectness. There are different schemes and ways to create questions and test assignments.

Assignments with spaces. Test assignments can be small pieces of text or separate sentences from a printed textbook. An important piece of information can be skipped. A missing word or phrase is indicated by a space. The student should fill in these gaps with missing information. **Assignments with a choice of alternative answers.** The usual scheme of constructing test assignments is to ask questions with alternative answers, choosing one of them correctly. Another option to build a test assignment could be an option that allows you to get multiple correct answers. However, such a possibility is usually specified in the test instructions. **Functions of uniting information units.** Also, only a combination of the elements suggested in the assignment can answer the question correctly. Another type of task is the task of linking the concepts, the characters, published in the two lists.

Open-ended tasks. Such a question may be asked in the form of a questionnaire or confirmation. In the second case, the answer to the question is to fill the sentence with the desired word (or phrase).

Practical assignments. The test may include practical and educational assignments. The answer to the problem is the answer to the test task.

Offset is a form of knowledge verification that provides an alternative assessment and is a binary sign "pass" or "fail" accordingly. If a student completes an assignment and answers it correctly, and has studied the material, he or she will be given a Test. A "failure" is imposed if a student fails an assignment, answers incorrectly, or does not study the material. The test is primarily designed to assess the performance of tasks of a practical nature. It is therefore used to read the fact of passing certain topics of course, laboratory and practical work. The test is also used to assess students' laboratory practice, the successful completion of a course of practical training. It is important that the student has completed the course and that his or her mastery is not assessed. Nora uses credit to assess knowledge in a course that includes





theoretical material. Ego is usually associated with formal restrictions on the number of exams allowed in a single session. Sometimes a special form of offset is used – a differential offset, in which the offset is set in the form of a dot symbol.

Credit for the general course is determined on the basis of the sum of credited practical work and completed assignments. The exam is a form of knowledge testing that provides a differentiated assessment and a character with multiple levels accordingly. In the Russian university system, this is a four-point system that uses the verbal marks “excellent”, “good”, “satisfactory”, and “unsatisfactory”. In other countries, other characters are sometimes used. For example, in the U.S., L, B, C, D. For reproduction the distinguishing ability of the marking system can be used with “+” (plus) or “-” (minus) signs. They are officially used in the United States. In Russia, it’s more informal, but it might make sense to give them official status.

The exam usually takes a one-time test of a student’s theoretical and practical knowledge at a set time, usually during an exam session. The exam can be taken orally or in writing. The traditional oral exam is based on exam cards. Each ticket has a series of questions and assignments. A ticket that includes two or three questions, perhaps an internship assignment, is very common. However, the examiner has the right to independently choose the form of the exam, the number and types of questions and assignments included in the ticket. The exam ticket may include several but small-scale questions and assignments, practical tasks, or study assignments. As a rule, before the start of the exam session, students are informed about the list of questions that make up the content of the tickets. The contents of certain tickets were not disclosed. The student is often given a certain amount of time (usually 30 to 40 minutes) to prepare to answer the exam ticket, during which time he or she will focus on the questions asked, think about the content, and draw their answers. However, sometimes the teacher may ask students to respond immediately (without preparation). During the student’s answers, the examiner may ask additional or clarifying questions on the content of the questions asked on the ticket or in other sections of the course. Due to the time limit for the exam, the test taker may not listen to the student’s answers until the end, but may proceed to ask additional questions. Such questions do not mean that the student did not disclose the contents of the exam card sufficiently. They aim to determine how broad, deep, and meaningful the student’s knowledge is in the course. The answers to these will have a big impact on the price you set.

In assessing students’ answers, the examiner usually follows the following criteria:

- 1) completeness and content of answers to questions;
- 2) the ability to select important material to open the questions asked;





- 3) consistency and coherence in opening questions;
- 4) accuracy in describing facts, presenting theories and forming concepts;
- 5) be able to give examples describing the presented material (self-selected examples are especially appreciated);
- 6) ability to draw conclusions;
- 7) ability to correct the answer stylistically and grammatically;
- 8) the skill is preserved for a specified period of time;
- 9) ability to answer questions posed by the examiner.

The final examination and assessment of knowledge and skills will be done after the students have completed a full course of study at the university. Students majoring in Psychology undergo a final state certification upon graduation, which reveals their theoretical and practical training in psychology, as well as their willingness to solve professional psychological problems.

The final state certification of the specialist includes the defense of the graduate qualifying work and passing the state exams. The final qualifying work is a complete development that includes the results of empirical or theoretical research or a project based on correction, training, or diagnostic techniques. The work provides a theoretical basis and completed research, practical, methodological or methodological work. The diploma work reveals the level of professional knowledge of the graduate, his methodological training, professional activity skills and competencies. The defense of the thesis is carried out at a meeting of the State Attestation Commission. The burner must pass a state exam to work in a team of psychologists and certify their knowledge of general professional basic and special sciences sufficient to carry out their duties professionally, as well as to continue their postgraduate studies. The final exam should examine the student's specific functional capabilities, his ability to draw independent conclusions based on existing knowledge. The main purpose of testing students' residual knowledge is to determine the level of memorization of the study material and to take effective and timely measures to improve the learning process if this level of knowledge is low. Residual knowledge is knowledge of learning material that is stored in the student's memory for a long time and allows it to be applied in practice. Therefore, the learning process should be structured in such a way that students' residual knowledge is broader and deeper. Thus, this test helps to train qualified specialists – the main task of secondary vocational education.

The most important basis for ensuring a realistic examination is that students complete the assignment independently without the use of lecture texts or textbooks. Before the test begins, students are explained its purpose and procedure. The task can be done in both a computer class and a regular class. In the second case, the task



is performed on separate sheets. In the upper right corner of the page, the course, study group, student's last name, first name, patronymic are indicated. The task may not be rewritten, but its number must be specified.

After the test, students submit completed assignments, which are checked by the teacher of this subject together with other participants of the test, which guarantees the objectivity of the conclusions about the level of residual knowledge of students. Checking these jobs is to determine how well the task has been solved.

Evaluation Criteria

- "Excellent" – the work was done without errors or 1-3 mistakes were made in the work;
- "Good" – 4-6 mistakes were made in the work;
- "Satisfactory" – 7-9 mistakes were made in the work;
- "Unsatisfactory" – more than 10 mistakes were made in the case.

It will take 40-45 minutes to complete the test.

Reference

1. Anokhin, P.K. Principle questions of the general theory of functional system. Principles of the system organization of function / P. K. Anokhin. – Moscow: Science, 1973. – 5-61.
2. Budushche obrazovanyja: uroky neopredelennosti (Tezysy sessyy Vsemyrnogho ekonomy-cheskogho foruma v Davose). Sichen' 2016. – Rezhym dostupu: <http://biz.liga.net/upskill/all/stati/3225018-budushchee-obrazovaniya-uroki-neopredelennosti.htm>.
3. Bykov V.Ju. Innovative development of society and modern technologies of open education // Problemy ta perspektyvy formuvannja nacionalnoji ghumanitarno-tekhnichnoji elity: P78 zb. Nauk. Pracj / za red.. L.L. Tovazhnjanskogho, O.Gh. Romanovsjkogho. – Vyp. 23-24(27-28). – Kharkiv: NTU "KhPI", 2009. – C. 24-49.
4. Burov A.Ju. Psychophysiological maintenance for operator work // Ynformacyonno-upravljajushhye systemy na zheleznodorozhnom transporte. – 1999. - №6. – P.32-34.
5. Burov O.Ju. Dynamics of development of intellectual abilities of gifted person in teenagers /O.Ju. Burov, V. V. Rybalka, N. D. Vinnyk, V. V. Rusova, M. A. Percev, I. O. Plaksenkova, M. O. Kudrjavchenko, A. B. Saghalakova, Ju. M. Chernjak; Za red. O. Ju. Burova. – K. : Tov «Informacijni systemy», 2012.– 258.
6. <https://goaravetisyan.ru/uz/razvitie-tvorcheskih-sposobnostei-u-uchashchihsya-sostavlyayushchie/>