



MODERN TRENDS IN THE TRAINING OF TESTOLOGISTS

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Annotation

This article describes in detail the current trends in the training of testologists, the conceptual and terminological apparatus of testology, descriptions of local testers, the description of the test as a method of evaluating learning outcomes.

Keywords: test, testologist, trend, conceptual apparatus, terminological apparatus, tester.

Introduction

The conceptual and terminological apparatus of testology is not very well formed today, which is explained by the “youth” of testology itself as a science. In this regard, some key concepts that are important for test design and pedagogical testing need to be clarified.

The term test has several meanings and in different areas of human activity it means different things. For example, in computer technology, a test is a task with a specific solution used to check the proper functioning of a computer, and in medicine, a test is a research method that consists of a test effect on an organism.

Main Part

To describe the test as a method of evaluating learning outcomes, we use the descriptions of well-known local testers: Alexey Nikolaevich Mayorov and Vadim Sergeevich Avanesov. A.N. Mayorov: "Test is a tool consisting of a qualitatively proven system of test tasks, a standardized procedure for measuring the qualities and characteristics of a person who can be changed, educational technology and analysis of pre-developed technology and results" .

A test item is a unit of test, an item that meets a number of criteria, such as:

- Brevity,
- Manufacturability,
- The logical form of the statement,
- The certainty of the place for the answer,
- The same rules for evaluating the answer,
- The correct arrangement of the elements of the task,





- The same instructions for all subjects,
- The adequacy of the instructions to the form and content of the task.

Speaking about the concept of a test task, it should be borne in mind that in testology it is called differently: a test task, a task in a test form, a pre-test task. This is no coincidence.

The fact is that such a task is initially only a "blank", it may or may not be included in the test. In any case, it has not yet passed a statistical test, and only under this condition can it differentiate the degree of mastery of knowledge, skills, and abilities that the subjects demonstrate. V.S. Avanesov: "The pedagogical test is defined as a system of parallel tasks of increasing difficulty, of a specific form, which allows you to qualitatively and effectively measure the level and structure of the readiness of the subjects."

As already mentioned, when testing, the fatigue of the subjects should also be taken into account. Practice shows that the amount of consciously perceived information drops after about 40 minutes from the start of testing. After testing the test, it is necessary to analyze the results.

Such an analysis will help not only to establish how well each subject coped with the task (which in itself, of course, is important for a teacher who uses the test as a form of educational control), but also to see how effectively one or another item worked in the test. It is most convenient to analyze and interpret the results using a special matrix of test results.

Please note that between the answer options and at the end of the task, punctuation marks, as a rule, are not put. This violates the rules of Russian punctuation if we consider the test task as a text, but testologists motivate the absence of punctuation marks by the fact that parts of the test task are graphically highlighted even without these signs.

It is clear that information on physics should not have been included in the test task in the Russian language. In practice, the inconsistency of the test with the specification area, of course, may not be so obvious, but the compiler must clearly define for himself the range of questions that will be included in the pedagogical test. The abundance of commas or semicolons between the answer options can interfere with the perception of the text of the task. However, these two values are not sufficient for interpreting the test results, since they can change significantly when the same test is conducted in a larger / smaller audience.

That is why the testers introduced two more values: the proportion of correct answers and the proportion of incorrect answers. Proponents of this principle usually argue their point of view by the fact that training questions are wordy and not always clear.



The texts of test tasks formulated in the form of a question can also be found in many textbooks. This is apparently motivated by the fact that the question (containing an interrogative pronoun) focuses on what the subject must do. Apparently, it should be recognized that there can be two options for the wording of the text of the task.

Conclusion

In conclusion, the proportion of correct answers for each test item is calculated by dividing the number of correct answers by the number of subjects.

The proportion of incorrect answers is calculated in a similar way: by dividing the number of incorrect answers by the number of subjects. These results may be rounded off. In the sum of the proportions of correct and incorrect answers, they always give one.

The test task must be formulated in the logical form of a statement. According to this principle, the text of the assignment should not be given in the form of a question, but in the form of an unfinished statement. The response of the subject turns it into either a true or a false judgment.

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