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STRUCTURED TESTS AS A MEANS OF CONTROL KNOWLEDGE

Анотація: У статті розглянуті питання створення структурованих тестів і етапи створення тестів. Застосування тестового контролю сприяє розгляду досягнень учнів в процесі засвоєння матеріалу.

Ключові слова: контроль, тестування, тестування, сприйняття, знання.

Аннотация: В статье рассмотрены вопросы создания структурированных тестов и этапы создания тестов. Применение тестового контроля способствует рассмотрению достижений учащихся в процессе усвоения материала.

Ключевые слова: контроль, тестирование, тест, восприятие, знание.

Annotation: The paper deals with the creation of structured tests and test stages of creation. Application of the test control contributes to review the achievements of the students in the process of assimilation of the material.

Keywords: control, testing, test, perception, knowledge.

Since education was a massive process, began the search for better control of knowledge of students, which led to an increase of interest in the test control of knowledge. Control of this type provides good feedback to the teacher trainees: the tests can be carried out as often as is necessary the teacher, each subject is tested with the speed with which it is more convenient. At the end of the test exhibited an objective assessment of which does not depend on the mood of the teacher, his relationship to a particular student, calculated on the answers to previous questions.

Tests are saving teacher time, and this is true, if you have to go only to conduct the test itself, especially with the use of computers, where grade is immediately after the test. These benefits lead to a test of their widespread use, but it must be borne in coming, that the conduct of the tests involves more work for the preparation and layout of the test tasks. The most common monitoring and evaluation of students' achievements only at the end result,

while still not valued the student activity, its level of development and the dynamics of learning. Application of the test control contributes to review the achievements of students in the process of moving from one level of mastery of the material to another [1]. Development control test comprises the following steps:

1) definition of test purposes (predictive - related to the orientation of the profile of pupils, diagnostic - related to the level differentiation of learning-oriented feedback;

2) the selection and ordering of tasks;

3) the arrangement of tests on blocks;

4) testing;

5) conducting tests.

Test (sample test) - a standardized task, the results of which are judged on the knowledge and skills test. Therefore, the tests must meet certain requirements: the validity, certainty, reliability, practicality, ease of use, the predictive value. When choosing a test of evaluation criteria also take into account the thinking skills that must be received by students in the learning process[2]:

- Information skills (learns, remembers);

- Understanding (explains, shows);

- Application (shows);

- Analysis (considering, discussing);

- Synthesis (combines, models);

- Comparative evaluation (compare the parameters).

This allows the test to determine the level of complexity. The test is a set of questions, which are issued to the user in a certain sequence. The easiest way to organize tests - giving test questions training sequence, one after another, until it has exhausted all set. Tests with such issues dispensing sequence have a linear structure. When the linear structure of the questions may be issued in random order.

Tests with a linear structure can be broken down into sections. When testing the first set of questions are given the first section, then in the second set, etc. and perhaps randomly so-called linear extradition issues. In this case, each of the randomly selected section to create a given number of test questions. Another way of organizing the test is that the test questions are selected for a given number of the author, or keyword.

Tests can be created with a more complex structure - the tree. The tree structure allows you to organize testing, depending on the fitness level of the student, with the transition from a simple to a more complex issue in a

successful response, and vice versa, with the transition to a simpler matter in the case of an incorrect answer. This structure allows to obtain multiple-choice tests. If several test questions are displayed on one screen, it is called a one-page test. If each test question is displayed on a separate page, it is a multi-test. It is advisable to perform the test had a time limit. In the following situations: if the time allotted to complete the test section has expired, then it moves to the next section; exceeding the time limit is taken into account while setting marks for the test. The test tasks should not be wasting words, each task must contain a clear and short instruction and answers should be short and informative. The shape of the test tasks can be divided into the following main groups: setting with the choice of the correct answer (or more correct) of a set of proposed - tests of closed type; enter the expected response to the job by the test - tests the open type.

In the second test computer testing form is difficult implemented. open-type jobs sometimes generate answers that are hard to assess formally or as a right or as wrong. Therefore, the computer testing increasingly using closed-type tests. It should be borne in mind that wrong answers must be believable. Successfully created job distracting about half of the subjects, ignorant of the correct answer to the question. A prerequisite and essential step in the development and formation of the test is to assess its quality and reliability problems. Experience in developing test shows that the establishment of qualitative test involves the joint work of the teacher with specialists in tests. Evaluation test of quality is achieved through discussion several experts form the content of the test and answer options. The difficulty of the test can be determined experimentally (by frequency of occurrence of correct answers to the job), the reliability of the test reproducibility characterized by repeated testing and also can be experimentally ascertained.

One of the most time-consuming steps in the development phase of the test is jobs. The test should reflect the controlled material, not contain redundant tasks, comply with testing purposes. we mean a certain order of linking tasks in the test under the test structure: jobs are considered to be related if the correct (wrong) answer to a single job requires a true (wrong) answer to the other. In this case the answer to one task takes into account the answers to all jobs, structurally associated with it. To build such a structure naturally all jobs in the complexity of the test and establish communication between them.

Monitoring carried out in the following way: the tested presented some task. If the job is done right, it is assumed that also true of all jobs prior to

the selected in this step. If the result is not correct, it shall be presumed invalid the results of all these tasks in the test structure for the performance. Next, the selected jobs are cut in such a way (including the presented task) and formed a new structure of the jobs still uncertain outcome, which are selected from among the scheduled tasks for the presentation of the tested. Thus, this algorithm allows to exclude from the query those tasks, the answers to which are predetermined responses to already given.

Each step is calculated the number of correctly executed tasks. The survey is completed, if the number is greater than or equal to a certain value set by the teacher and determining the completeness of the survey. This algorithm makes it possible to conduct a survey starting with lighter or with complex tasks at once, depending on the test objectives. To check the quality of learning material on the first level (the level of love) tests should be used, requiring the implementation of actions aimed at recognition. This recognition, distinction, classification of objects, phenomena and concepts.

First level tests - it tests for the identification ("yes" - "no") and tests for distinction (selective or selective).

Second level tests require students to perform acts of reproduction according to the memory of the object of study. For example:

- A) Complete text ;
- B) Write a formula;
- B) draw a diagram

In case a) the subject must give full wording, in case b) you must write only the desired formula, in case c) is required to insert the memory layout. Tests on the addition or substitution, tests the understanding and reproduction: two types of tests of the second level can be identified.

Third level tests require the subject's ability to apply learned information in practice to solve some typical and atypical jobs. At the same time there is always a productive student activity as a result of which the acquired knowledge are tested on skills level. These tests are tasks that require a ready way to solve it without substantial changes. Reproduction and use of the knowledge takes place in the form in which they were learned during training.

Fourth level tests require such knowledge and skills that allow to take decisions in new problem situations. This level includes the job, which is to perform the test must navigate the complex, unfamiliar situation.

It should be stressed also the importance of assessing the difficulty of the test. Often test drafters confuse difficulty with the complexity of the test measured or intellectual process. Setting or Test, which requires a simple

play, can be very difficult because of the ill-posed problem, or a large amount of elementary operations. On the other hand, the test requires data interpretation or application of the principles of the solution can be simple, because the very principles or methods of solution are well known.

Literature

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ПЛАТФОРМА ДИСТАНЦІЙНОГО НАВЧАННЯ eFRONT ТА ЇЇ ВИКОРИСТАННЯ В ОРГАНІЗАЦІЇ НАВЧАЛЬНОГО ПРОЦЕСУ

Анотація. Подано теоретичне обґрунтування вибору платформи управління навчальним контентом eFront для успішної реалізації потреб дистанційної складової освітньої діяльності. Представлено функціональні можливості та основні переваги використання eFront з метою інтерактивної взаємодії між користувачами різних рівнів доступу.

Ключові слова: дистанційне навчання, віртуальне навчальне середовище eFront, платформа управління навчанням.

Аннотация. Представлено теоретическое обоснование выбора платформы управления учебным контентом eFront для успешной реализации потребностей дистанционной составляющей образовательной деятельности. Описанные функциональные возможности и основные преимущества использования eFront с целью интерактивного взаимодействия между пользователями различных уровней доступа.

Ключевые слова: дистанционное обучение, виртуальная образовательная среда eFront, платформа управления обучением.

Anotation. Theoretical justification for choice of eFront educational content management platform is provided for successful implementation of remote educational component. Main features and key advantages of eFront