

# Testing as one of the innovative methods of organizing training and control at the lesson of the Russian language and literature

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**Annotation:** In the modern learning process, non-traditional (innovative) for domestic education methods, forms, means of training and control have become widespread. These include tests. The system of test tasks, have a specific organization and are created in order to identify the special abilities of students; measuring the level of knowledge; evaluation of the results achieved by them in the learning process. The test as a form of control allows all students to work simultaneously in the same conditions and record the performance with symbols.

**Key words:** methods, forms, tasks, organization, level of knowledge, assessment, learning process.

Language is a unique phenomenon: it is a means of communication and a form of information transmission, the focus of the spiritual culture of the people, the main form of manifestation of national and personal self-consciousness, a means of storing and assimilating knowledge, and, finally, the primary element of fiction as verbal art. Due to this circumstance, the language has only its inherent status among other school subjects. Everyone needs it, always and everywhere. The changes taking place in the education system of Uzbekistan have put forward new requirements for the level, content and quality of training students in the Russian language, for the need to review existing methods, forms and means of teaching in order to identify the most optimal among them and, as a result, to the quality of control in in general and to the verification and evaluation of learning outcomes in particular. Control means identifying, measuring, evaluating the knowledge and skills of trainees. Revealing and measuring is a test. Therefore, verification is included in the scope of the concept of control of knowledge and skills. The didactic function of control is to provide feedback between the teacher and the student, the teacher receiving objective information about the degree of mastering the educational material, timely identification of shortcomings and gaps in knowledge. According to the available information, the teacher judges the quality of student preparation. In the modern learning process, non-traditional (innovative) for domestic education methods, forms, means of training and control have become widespread. These include tests. The test is understood as a system of test tasks that have a specific organization and are created in order to identify the special abilities of students; measuring the level of knowledge; evaluation of the results achieved by them in the learning process. The test as a form of control allows all students to work simultaneously in the same conditions and record the performance with symbols.

**Test tasks.** What is a test? Translated from English - test, test, study. A test is a standardized task, the results of which are used to judge the knowledge, skills, and abilities of students. The test is considered as a kind of "measuring device", which must meet the following requirements:

- reliability (shows the same results repeatedly, under similar conditions);
- validity (the test detects and measures the level of assimilation of exactly the knowledge that the test developer wants to measure);
- objectivity (independence of checking and evaluating knowledge from the personality of the teacher).

The testing method is widely known abroad. In our country, for various reasons, tests of different purposes and quality appeared not so long ago. The purpose of the tests is not only and even not so much the control and evaluation of knowledge and practical skills as final results, but the diagnosis of the state and problems of students working with program material at each stage of its study: identifying possible difficulties, gaps, confusion of concepts, knowledge of the rules, and skills apply them. Tests provide students with the opportunity to show independence, individuality, and contribute to teaching children procedural self-control.

Testing can be used at different stages of the lesson: conducting introductory testing - obtaining information about the initial level of knowledge of students; current testing - to fill gaps and correct skills and knowledge; final test - systematizes, summarizes the educational material, checks the formed knowledge and skills.

Test tasks should be multi-level in terms of complexity:

Level A - tasks designed to master the basic concepts, to simply display the material, at the level of recognition and reproduction.

Level B - tasks that require reflection, cover small material, reveal the ability to apply knowledge in standard situations.

Level B - tasks that require creative execution of acquired knowledge and allow you to identify skills, apply knowledge in non-standard situations.

The time to complete each task is determined depending on the complexity.

Advantages of a test survey over traditional methods:

The concept of modernization of education in Uzbekistan involves the development of a new model of primary school. In the course of its development and creation, a transition to a non-grading system of education is envisaged throughout the entire primary school. Currently, primary school students on such a system until the second half of 2nd grade. It is very difficult for teachers and parents during this period of study to form an idea of the progress of children. The assessment obtained with the help of the test will not cause harm to emotional health, more effectively and visually will allow the formation of knowledge and skills.

One of the first criteria for evaluation should be the volume of educational material. In test surveys, this problem is solved relatively well. Each point in the five-point system is equal to 20 percent.

Accordingly: 0-20% of the volume -1 point, 20-40% -2 points, 40-60% -3 points, 60-80% -4 points, 80-100% of the volume of educational material reproduced correctly -5 points. Interpreted in favor of the student. Therefore, 20% is 2 points, 40-3 points, 60-4 points, 80-5 points.

Tests provide students with the opportunity to show independence, individuality, and contribute to teaching children procedural self-control.

The main advantage of the test check is speed, large coverage of students.

Higher than in traditional methods, the objectivity of control. Usually, the grade received by students is influenced by many factors: the personality of the teacher and the student himself, their relationship, the severity (loyalty) of the teacher. Different teachers may give different grades for the same answer. This is ruled out during testing.

Testing is more efficient. Allows the survey to cover a large amount of material. Reduces the element of randomness in the choice of control tasks.

Disadvantages:

If the student presents the results of his work only with the number of the answer, then the teacher does not see the nature of the solution - the student's mental activity and the result can only be probabilistic. There is no guarantee that the student has knowledge;

The disadvantages of tests also include the possibility of guessing. If, for example, a test task contains only two answers, one of which is correct, then half of the answers to such test tasks can be guessed.

In my class, starting from the fifth grade, I introduced the practice of using this type of survey.

The use of tests in control is advisable because they set the direction of the mental activity of students, teach them to vary the process of processing perceived information.

The test is considered as a form of control and training task intended to determine (diagnose) the level of training and is characterized by the following features:

- a) simplicity of the execution procedure;
- b) standard structure;
- c) small dosage of educational material;
- d) ease of feedback;
- e) the possibility of direct fixation of the results

In the educational process, tests are of great importance and perform several functions.

The social function of tests is manifested in the requirements imposed by society on the level of preparation of a child of primary school age. During the control of knowledge with the help of tests, the compliance of the skills and abilities achieved by students with the established state standards is determined.

The educational function consists in consolidating and systematizing knowledge, practical skills, improving their quality (accuracy, completeness, awareness, absence of gaps, errors). Tests improve the ability of younger students to apply knowledge in standard and non-standard situations, choose rational ways to solve a learning problem, and master the methods of obtaining information more deeply. During the performance of test tasks, a connection is established between the previous material and the subsequent one, which allows the student to perceive its integral structure.

The educational function of tests is to form positive motives for learning, ways of independent cognitive activity, the ability to set and achieve goals, as well as the skills of self-control and self-esteem, the result of which is the formation of adequate self-esteem, reducing anxiety.

The developing function of tests is aimed at developing memory, attention, thinking, creativity, emotional sphere and such personality traits as diligence, listening skills, diligence and commitment, independence and accuracy.

The control function of tests allows the teacher to obtain information about the achievements of their students, to establish the dynamics of these achievements, the level of development of the personal qualities of children, the degree of assimilation of the program material.

The function of the teacher's creative growth is related to the fact that tests enable the teacher to identify achievements, shortcomings and mistakes in his pedagogical activity.

Tests require the user to possess a certain amount of information, so they are most often used to consolidate or repeat knowledge. They provide the teacher with the opportunity to obtain sufficiently prompt information about the results of the students' assimilation of educational material and, in accordance with this, carry out corrective work.

Based on the same educational material, tests of varying degrees of difficulty can be compiled, which expands the possibilities for implementing a student-centered approach to learning.

Testing also helps each student to identify possible difficulties, as well as to correct errors in mastering the content of educational material in a timely manner.

Test - a system of tasks that have a specific organization and are created with the aim of 1) identifying the special abilities of students;

- 2) measuring the level of knowledge
- 3) evaluation of the results achieved by them in the learning process.

Testing can be carried out both for current and for final control, largely eliminating subjectivity in assessments and sharply reducing the time spent by the teacher on checking assignments.

The final tests are designed to objectively confirm the level of student achievement. Thematic test is designed to improve the learning process itself.

Testing is widely used in schools for training, intermediate and final control of knowledge, as well as for teaching and self-training of students.

As already mentioned, test results can act as assessment of the quality of teaching, as well as an assessment of the test materials.

The following types of tests can be used in Russian language lessons:

tests with a free choice of answer, which involve filling in gaps in true statements or correct formulations of definitions, rules;  
alternative tests that require establishing the truth or falsity of statements;  
tests involving the choice of answer (answers) from a number of options;  
tests that lead to the creation of diagrams, graphs, etc.

A well-designed test has a number of advantages, namely:

1. Promptly reveals the knowledge, skills and abilities of students, as well as their understanding of the patterns underlying the facts being studied. This is ensured by the fact that tasks and questions are selected as a result of the analysis of the material and, therefore, take into account the difficulties of assimilation and the nature of possible errors.
2. Allows you to get an idea of knowledge gaps in a short time and helps to organize work to prevent students from lagging behind.
3. Provides the teacher with the opportunity to test knowledge, skills and abilities at different levels and carry out differentiated teaching.
4. Promotes the rational use of time in the lesson.
5. Activates the thinking of schoolchildren.
6. Enables the teacher to critically evaluate their teaching methods.

However, the test records only the results of the work, but not the progress of its implementation, it is possible to guess the correct answer, as well as cases where the choice of the wrong answer is due to the student's inattention, so it is more rational to combine testing with various forms of traditional control.

It is also convenient to use test tasks when organizing independent work of students in the self-control mode, when repeating educational material.

The test results are analyzed by me and serve, on the one hand, as an indicator of the level of knowledge of students, and on the other hand, as a self-assessment of the work, which allows you to make the necessary adjustments to learning process and thereby prevent students from repeating mistakes.

Thus, test tasks act for the student not only as a training practical work, requiring only the application of existing knowledge, but also as an object of knowledge, and, consequently, an innovative method of teaching and control. Questions and test tasks develop children's mental operations, teach them to generalize phenomena, establish cause-and-effect relationships, and encourage them to use certain methods of action. Any independent, verification or control work, except for dictations, presentations and essays, can be carried out in the form of tests.

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