

Use of Non-Standard Tests in Organizing Botany Lessons in Higher Education Institutions

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Annotation: Today in our country a lot of attention is paid to the educational process, in particular, the education of students in higher education institutions and the motivation of teachers who teach them. That puts a lot of responsibility on teachers. This article provides examples of non-standard tests recommended for the effective organization of botany classes.

Keywords: adaptive test, criteria-oriented tests, integrative tests, interactive methods, continuing education, pedagogical technologies.

The current stage of development requires the organization of educational processes in harmony with the achievements of the educational system of developed countries, the preparation of competitive personnel who will be the foundation for the future and prospects of the country [5].

The President of the Republic of Uzbekistan, Shavkat Mirziyoyev, in his Address to the Oliy Majlis on Education, states the following (December 28, 2018):

"It is necessary to further improve the system of science and education, to ensure modern and continuous education in practice. Our people, who know the essence and value of education from time immemorial, always strive for knowledge and enlightenment. There is a saying in our country that "education and training begins from the cradle". Only enlightenment leads a person to perfection and a nation to progress. Therefore, the state policy in the field of education should be based on the principle of a continuous education system, that is, education should begin in kindergarten and continue throughout life" [1].

At the same time, fundamental reforms have been implemented in the higher education system of the Republic of Uzbekistan in recent years and this process continues. In the course of the measures aimed at the all-round development of the Republic carried out by our government, modernizing the educational process of the professors and teachers working in higher education institutions for personnel with modern knowledge emerging from higher education, organizing it according to the purpose non-standard adaptive tests that prepare the ground for improvement of students' cognitive activity, development and renewal of methodological knowledge, skills and qualifications necessary for achieving educational efficiency, raising them to the level of state requirements and world education standards are among the main urgent issues of the reform period is one.

The process of solving non-standard tests forces students to apply the acquired theoretical knowledge in an unfamiliar situation, makes them feel the inextricable connection between theory and practice, and in general teaches them to creatively approach problems in real life situations and quickly solve them.

Non-standard tests are divided into the following groups according to their content and nature:

- integrative tests (integral content and form tests);
- adaptive tests (automated tests);
- criterion-targeted tests (tests conducted to determine the general level of training of the learner).

The use of non-standard tests in the course of the lesson helps to increase the quality of education and encourages students not to be distracted during the course of the lesson. Below are some examples of such non-standard tests.

1. Determine which family the plants in the given rows belong to and place them in the table.

- 1) Griffith purple, mimosa, acacia.
- 2) Basil, thyme, mint.
- 3) Central Asian pear, Sorbaria Olga, Tobulgi.
- 4) Trout, spinach, rabbit bone.
- 5) Mingdevona, bangidevona, ituzum.

Shorodashodash	Mint friends	Ituzum friends	Cornermates	Friends of Rana

Test answer

4	2	5	1	3
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2. Divide the families given below into monocots and dicots and write the appropriate numbers on the right side of the table.

- 1) Orchids 2) Poppies 3) Ituzums 4) Mints 5) Fields 6) Bears 7) Crescents 8) Flax 9) Corns 10) Jiydas

Classes of higher plants	Answer numbers
Two clans	
People of the same clan	

Non-standard test task answer:

Classes of higher plants	Answer numbers
Two clans	2,3,4,5,6,8,10
People of the same clan	1,7,9

3. Which of the following statements are correct?

- A. Aconitum thalassicum is a plant belonging to the family of Aconitum thalassicum.
- B. Cabbage family is also called cruciferous.
- D. Tulip tree (Liridendron tulipiphera) is a plant belonging to the magnolia family.
- E. The flowers of the Shorodash family are complex corollas, the flower formula is $G_k(4)$, $G_t(5)$, $Ch(6)$, $U(1)$.
- F. The scientific name of common bursa is called (Capsella bursa pastoris).
- G. The flowers of the sedum family are straight (tongue-shaped or funnel-shaped) or curved (tube-shaped).

Answer: _____

Correct answer: B, D, F.

4. Correctly match the questions in the table below with their answers.

Nº	Questions	Letters	Answers		
1	Determine the scientific name of the yellow mullet?	A	Mimosa buddies		
2	Determine the scientific name of licorice plant?	B	Peanut		
3	Species belonging to the genus Cassia belong to which subclass of the genus Cassia?	D	Melilotus officinalis		
4	Identify the representative of the ginaphor-producing family of the anglers?	E	Glycyrhiza glabra		
5	The flowers of which subfamily are actinamorphic?	F	Friends of Sezalpinia		
Answer:	1-	2-	3-	4-	5-
Answer:	1-D	2-E	3-F	4-B	5-A

In conclusion, it can be said that the use of non-standard test tasks in monitoring and evaluating students' achievement of educational goals ensures the accuracy and comprehensiveness of control. As well as all subjects, the expected result can be achieved by providing information to students in botany lessons, based on the best practices of education, modern pedagogical technologies and various interactive methods. The process of using non-standard test tasks mentioned above in the educational process allows for true and fair control and evaluation of acquired knowledge, skills and qualifications of students [3].

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