

Determination of Students ' Knowledge Using a Non-Standard Test When Teaching the Subject of the Document

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Annotation: The article is devoted to the issues of using non-standard tests in strengthening the cognitive activity of students when teaching the topic “Khojaly” in biology.

Keywords; Integrative, adaptive, non-standard test, mitochondria, ribosome.

Non-standard tests differ to a certain extent in their content, structure and purpose of application. Non-standard tests, in their content and essence, are divided into the following groups:

1. Integrative tests, 2. Adaptive tests, 3. Benchmark-target taking tests.

Integrative tests are considered test tasks that are growing in terms of integral content, form, level of difficulty, allowing you to draw a generalized final conclusion about the level of training of a graduate of an educational institution.

Adaptive tests are automated, allowing an individual approach to students, the content of the assignment, the procedure for execution.

Criterion-target acquisition tests are carried out in order to determine the level of general training of students, the quality of teaching of this course, the pedagogical skills of the educator, the effectiveness of the educational and educational process.

1. Scientists who have identified organelles and, having identified the name of the organoid, adapt it to the organoid image A) Paladi B) Flemming C) Golgi D) Porter

1) mitochondria 2) Golgi complex 3) endoplasmic reticulum R. 4) ribosome

Answers

			
3D	4A	2S	1B

2. Write it down the dimensions accordingly on the organelles.

Cell structure	Numbers
Mitochondria	
Ribosome	
Lysasoma	
Plastids	
Core	
Plasmatic membrane	

Answers.

Cell structure	Numbers
Mitochondria	0.2-20mkm

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