



Differences in Testing and their Functions

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Abstract: This article describes the basic concepts, components and functions of test and testology as a unit of pedagogical measurement. At the same time, these concepts and requirements are used to determine the suitability of the test object to perform a particular function.

Keywords: pedagogical event, test, information function, diagnostic function, motivational function.

The word "test" means "to try, check". Testing is a part of diagnosis and is used in medicine and education to determine whether the object being tested is suitable for this or that function. So, a standardized test is a short, limited-time test that is designed to establish individual differences in quantity and quality.

For example, a pedagogical test is a set of test tasks that allows you to objectively determine the level of preparation of examinees in certain areas of knowledge based on the results of their performance. It is necessary to take into account the following main functions of checking and evaluating the results of training when addressing the questions of the methodology of using tests in monitoring the results of student training.

The first function is accounting, that is, control (information) function, which allows the teacher to systematically take into account the results of teaching and draw conclusions about the learning of each student, his achievements and shortcomings in learning. creates an opportunity to issue;

The second function is a controlled - corrective (diagnostic) function. In doing so, it provides an opportunity to make adjustments to the teaching methodology, to redistribute study time between different issues, topics, to diagnose and determine the knowledge of students, ensuring the relationship between "teacher-student".

The third is the teacher's function, in which he helps students master the learning material, directs students' attention to the main problems of the educational course, helps them to form and develop their worldview, and the students' unique points out shortcomings;

The fourth is educational (motivational) function. This function encourages students to study well in the future, deepen their knowledge and develop the skills of self-control and self-evaluation;

The next one is attestation functions, it is related to the level of knowledge acquired by students, and it plays a key role in its attestation, and it is also one of the important indicators in the attestation of the teacher of the educational institution. is considered

Tests can be distinguished as follows:

- 1) According to the method of creating tests, they are divided into standardized tests, i.e., tests with certain characteristics, consistently approved by testers in a representative sample, and non-standard tests, i.e., pedagogical tests intended for multiple use.
- 2) According to the means of presentation:

- ✓ blank;
 - ✓ subject (subject) tests;
 - ✓ hardware (using technical equipment to study attention, perception and memory) tests;
 - ✓ practical tests;
 - ✓ computer tests (pedagogical test conducted on a computer controlled by a special program, which provides the necessary presentation of test tasks and processing of test results).
- 3) According to direction:
 - ✓ intelligence tests, which are primarily psychological diagnostic tests designed to determine the level of ability to work with verbal, digital and graphic materials;
 - ✓ personality-oriented tests - tests for evaluating a person's creative ability.
 - ✓ Tests to assess the ability to express unusual thoughts, deviate from traditional thinking, and quickly solve problematic situations;
 - ✓ tests that determine the level achieved (tests designed to determine the level of mastery of a certain field of knowledge or skills by the examinee)
 - 4) According to the nature of written actions: - verbal (using mental activity) - non- verbal (related to the practical operation of objects)
 - 5) According to the leading goal: speed determination tests (phrases from simple problems); tests that determine the power of knowledge or performance (consisting of difficult questions); mixed tests (issues with different levels of complexity).
 - 6) According to the level of homogeneity: homogeneous tests (pedagogical tests that check the level of training in a specific subject); heterogeneous tests are pedagogical tests that check the level of training in several related science bases, that is, tests that differ in terms of description and content).
 - 7) According to the objectivity of the evaluation: objectivity tests (the objectivity of the evaluation of the results is determined by the fact that in the process of processing the results of the test, the test taker does not consider their subjective interpretation); projective tests (a set of methods developed within the projective approach in psychology).
 - 8) Specialized tests: large-scale tests that allow to evaluate the effectiveness of the educational process, the level of students' acquisition of the system of knowledge, skills and qualifications during the educational process; tests in a narrow direction, tests aimed at determining the achievements of students in mastering individual subjects or individual topics;
 - 9) Tests for targeted use (tests intended only for the educational system): entrance tests that determine the level of prior knowledge, skills and qualifications; tests that determine the level of growth achieved in the educational process; diagnostic tests. The purpose of such tests is to identify difficulties in the educational process; summative tests (tests with a high level of complexity).
 - 10) Tests with a wider scope of use (tests intended only for the educational system): tests intended for teacher use; tests used by the teaching team and the administration; tests used to select and form groups; student certification tests.
 - 11) According to the form: closed type tests; open type tests (the test giver enters a written answer to the test task).

In conclusion, it should be said that when addressing the questions of the methodology of using tests in monitoring the results of student training, it is necessary to take into account the main functions of checking and evaluating the results of training and the differences in the preparation of tests.

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