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PEDAGOGICAL TESTING AS A METHOD OF CURRENT CONTROL OF KNOWLEDGE IN A TRANSPORT UNIVERSITY

Abstract: The article discusses the functions of pedagogical testing, its positive and negative aspects, the ability to use testing in the diagnosis, training and control of students. The authors draw conclusions about the huge role of pedagogical testing at the present stage. The necessity of using testing in the current control, and inexpediency - in the final control is noted.

Key words: testing, pedagogical testing, diagnostic tests, training tests, current control.

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ПЕДАГОГИЧЕСКОЕ ТЕСТИРОВАНИЕ КАК МЕТОД ТЕКУЩЕГО КОНТРОЛЯ ЗНАНИЙ В ТРАНСПОРТНОМ УНИВЕРСИТЕТЕ

Аннотация: В статье рассмотрены функции педагогического тестирования, его положительные и отрицательные стороны, возможность использовать тестирование при диагностике, обучении и контроле студентов. Авторами сделаны выводы об огромной роли педагогического тестирования на современном этапе. Отмечена необходимость использования тестирования в текущем контроле, и нецелесообразность – при итоговом контроле.

Ключевые слова: тестирование, педагогическое тестирование, диагностические тесты, обучающие тесты, текущий контроль.

Teachers of the universities of Uzbekistan set themselves the main goal - to train competitive specialists of international level [1], and to achieve it, they constantly improve their professional level, studying and applying innovative methods and forms of training and quality control of knowledge. At the present stage, the most common method of control is testing. In educational institutions, so-called pedagogical tests are used, which are designed to determine the level of knowledge at different stages of education.

First of all, testing is carried out to determine the level of preparedness of students for the study of a new secondary technical discipline [2]. For the full development of any general educational technical discipline, students are required to have knowledge of mathematics, probability theory, physics and have an idea about their future profession: railway, road or air transport. Usually, diagnostic testing of students is carried out at the first lesson. The analysis of the obtained results helps the teacher to choose the level of the lectures, the future course. Already prepared

lectures can be changed both in the degree of complexity and in the construction of the presentation without changing the work plan. This is necessary to increase the understanding and assimilation of the material [3]. Depending on the level of knowledge of students, both the given examples in the classroom and tasks for independent implementation are selected.

Each lecture, according to the requirements of the protocol, must end with control questions. These questions can be offered to the student in the form of tests. Quizzes are better than just questions because they flesh out the necessary emphases of a general question. At the beginning of the next lesson, to check the self-mastery of classroom material, the same questions can be displayed on the screen of the audience in the form of differently formulated tests. It is impossible for a lecturer to conduct an individual survey with a large audience. Tests of the current control of mastering knowledge, according to the material passed, can be carried out every lesson. After each completed module, you can conduct testing for the entire section. During testing, more or less successful students are identified, after which, appropriate individual work is carried out with them [4].

Testing has many advantages over the usual individual survey. First of all, testing takes little time, both for conducting and for checking, and it is realistic to use it in every lesson. Secondly, the tests immediately cover a huge amount of material covered. Thirdly, tests more accurately, from a mathematical point of view, evaluate the answer. If the usual form of assessment contains only four possible marks, then the test, consisting of 30 questions, makes it possible to put 30 different points. The positive aspects of testing include the appearance of fairness. If you use modern technologies and conduct testing on computers, in a specially designated room, then the program itself selects random questions. This gives the assessment process complete objectivity. A computer program also evaluates a student, and you can't argue with the result. Today, each higher education institution has its own platform

that tracks visits in an electronic journal, hosts a database of educational resources, and much more [5]. On this platform, you can also place training tests that the student can train their knowledge by passing them many times. These are the so-called simulation tests. But there is one condition for the objectivity of the assessment, during the intermediate and final survey there should be other tests, within the framework of the planned topics. This complicates the preparation process. The teacher has to create a double volume of tests.

Testing, along with the positive aspects, has one significant drawback. The results of any testing distort the true level of knowledge. A student with minimal knowledge of the subject can get a large number of points, due to random guessing. That is why it is not advisable to use testing for final control [6]. The test cannot evaluate the analytical, creative thinking of the student, understand the reason for the wrong answers, which can also be a banal accident. A bachelor, when testing, unlike an oral or written exam, does not have time to analyze the entire volume of topics of the subject being studied in a short time. Of course, it is possible to use testing in the final control, but if you use high-quality tests that require a lot of time, patience, and high pedagogical professionalism for development.

It can be concluded that testing occupies a huge place in modern pedagogy. As pedagogical practice shows, testing arouses great interest and excitement among students, activates their mental abilities, develops reaction and critical thinking. The reasonable use of testing does not exclude personal communication with the teacher, and also does not replace written control, assignments, real life examples, settlement and graphic and term papers. Testing performs its educational, diagnostic, training and control functions and can be used in every lesson.

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