



INTENSIFICATION IN EFFICIENCY OF TESTING ASSESSMENT

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Abstract. Testing is the most effective and impartial form of assessing the knowledge, skills and abilities, which enables demonstrate not only level of educational achievements but the structure of the knowledge as well. In the article some lacks of testing that may arise during its process.

Key words: testing, an element of chance, mathematical probability, enhancement, quality promotion, computer-based.

The assessment of students is one of the most important and challenging tasks for any educational system. Tests are the most effective and objective form of assessment of knowledge and skill, allowing to reveal not only the level of educational achievements, but also the structure of knowledge.

In recent years testing as a method of assessment of knowledge, gains the increasing popularity. There was even such concept as "test culture" which should be considered not only as an element of pedagogical culture, but also culture of society in general. After independence, the Republic of Uzbekistan transition to testing is carried out for improvement of system of enrollment of students of higher education institutions[1]. This approach was remarkable just that the subjective factor in assessment of knowledge will be replaced objective, methodologically reasonable for the whole country.

In comparison with other forms of control of knowledge, testing is a better and objective way of estimation. It is more fair method, practically excludes subjectivity of the teacher. Besides, testing allows to check knowledge of students on a wide range of questions of all topics of the course, while at the oral exam it is taken out of 2–4 themes, and for written exam 3–5 themes. Moreover, assessment testing system is more accurate, but from an economic point of view it is less costly.

Testing has very serious shortcomings. Student, hurrying and not having understood the instruction will automatically make mistakes. Tests do not allow checking and evaluating the high, productive levels of knowledge associated with creativity. Width of coverage of the testing has a downside. A student at testing, in

contrast to the oral or written examination, does not have enough time for any in-depth analysis of the topic. Except the listed shortcomings, there is an element of randomness in the testing. For example, a student who does not answer a simple question can give the correct answer to a complex. It distorts test results and leads to necessitate integration of them with a probability analysis component.

From the point of view of mathematical probability, a student who is answering the questions at random and without thinking will get 25% correct answers, if the number of answers is 4. The conducted small research that the average value of the questions correctly executed at random is 32.2%. The majority of values lie in the range from 20% to 40%. Thus, the student answering at random can count only on 'bad' mark, at best.

Methodology

To minimize an opportunity it is correct to guess, penalty test is offered. This method should be used in the preparation of test tasks types – test-determinants with one correct answer. At the formulation of test tasks, as we know, other possible answers are closer to the correct answer, i.e. correspond to the maintenance of a question. In drawing up the wrong answer choices, one incorrect answer will be replaced by a more "rough" wrong answer. For example:

Choose the synonym to the underlined word.

She controlled herself and said in a steady voice: "We are no friends any longer"

A. weak B. loud C. sound D. lovely

The correct answer is: *C. sound.*

Wrong answers, but close to the subject: *A. weak* and *B. Loud*

Wrong answer, inappropriate to the topic: *D. lovely*

In the classical estimation, if the answer is chosen correctly, the student receives 1 unit of score, and the rest 0 unit of score. According to the proposed method, by choosing of the wrong 'rough' answer the student will get -1 (minus one) unit of score. Under the law of probability, the number of correct and incorrect 'rough' answers equals, and as a result, the amount of scores, received by answering at random reduces to zero. In the summation of all scores, if the result is less than zero, it is considered as 0.

Results

To evaluate the effectiveness of this method have been carried out several tests in English among students of Tashkent Law University with penalty answers. Test results of the first group of students evaluated with the traditional evaluation method. The second group of students was notified that the selection of the wrong 'rough' answer would cause a penalty. During assessment of testing of the second group, it was revealed that 12% of the questions were not checked at all. The ratio of correct answers

to the wrong decreased by 7%. Students from the second group were more attentive in solving problems and the choice of answers.

Conclusions

Thus, checking up the technology of testing in the practice we can conclude that the goals and objectives of testing reached the followings: the percentage of the answers at random dropped to 0%, while it turned out that the students of the second group had doubts or did not know the answers at all to 12% of the questions. On the other hand, it can be analyzed and highlighted some of the issues in which there is no clarity among students.

Besides, due to the vigilance of the students not to choose the wrong 'rough' answer, in terms of probability theory, the number of correct answers increased by 6%.

It should be noted that the time of testing and control of test results increased by almost 1.2 times and 1.7 times respectively. But the latter can be substantially reduced by using the form of computer testing.

This new approach at assessment of results of testing of knowledge can be used to control the educational process, at least in the areas:

- strengthening of methodological work with teachers;
- strengthening of motivation of students to learn;
- to change of structure of subject domains of knowledge, strengthening of individual sections;
- correction of the acquired materials of students;
- improvement of quality of control the level of knowledge and so forth.

REFERENCE

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