

FUNDAMENTALS OF TESTOLOGY AND VALIDITY OF TEST TASKS

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Abstract

This article covers the concepts of test, testing and testology, and analyzes the main requirements for the development of test tasks. It also provides detailed information about the validity of tests, their substantive, criterion-based and constructive types. The importance of tests in assessing knowledge, skills and competencies in the educational process is revealed, and the need for their development on a scientifically sound basis is justified. The article considers issues of ensuring the reliability and objectivity of test results.

Keywords

Test, testing, testology, pedagogical testing, psychological test, assessment, educational assessment, knowledge control, knowledge measurement.

TEST (English test) (in psychology) test, check - short standard exercises used to check a person's mental development, abilities, volitional qualities, as well as his other mental characteristics. In social practice, the test is widely used to determine what profession a person can acquire, his suitability or incapacity for the profession, whether he is talented or mentally retarded, and to select individuals for certain cooperative activities. With its help, the scientific level of the experiment, its reliability, the skill and interest of the examinees, the validity of the collected practical data, and the reliability index are analyzed based on several criteria. The theoretical foundations of the test were developed by the English psychologist Francis Galton (1822–1911) (1883). The term “test” was first used by the American psychologist James Cattell (1860–1944) (1890). He believed that tests could be used to determine the time of perception of stimuli affecting the body, the speed of reflexes, reaction times, pain sensations when exposed to skin, and the level of memorization of a series of letters. [1.]

TESTING — a method of testing knowledge and skills using tests. Testing is one of the most ancient phenomena in human history. In ancient China, officials entering the civil service were tested using this method. The term "intelligence test" was first used in 1890 in an article by American psychologist James McKean Cattell, in which he described a series of tests that were used annually to determine the intellectual level of college students. [1]

Requirements for test tasks

The following requirements are imposed on test tasks:

- the correctness of the content of the test task;
- the logically correct choice of question;
- the correctness of the form of the test task;

- the brevity and clarity of the questions and answers;
- the correct placement of the test task elements;
- the same assessment of correct answers;
- the provision of uniform instructions for completing the test to learners;
- the correspondence of the instructions to the content of the test

In addition, test tasks must meet the requirements established by the State Testing Center.

The content plays a key role in the development of test tasks. Therefore, it is advisable to develop test tasks that determine the level of achievement of the knowledge in the content of the course and the corresponding learning objectives.[2]

Modern testology is a mature applied science that combines the basic concepts and terms of creating test tasks, principles, forms (structure), requirements for content and difficulty, scales for evaluating test tasks, that is, the standards that determine the activities for creating a bank of test tasks.

Currently, each teacher of a voluntary educational institution uses testing as a method of assessing the level of knowledge of students in the subject he teaches in his work. It is necessary to develop scientifically based test tasks in accordance with the State Educational Standards or the educational program in accordance with State requirements.

It is necessary to organize special training for teachers of educational institutions to develop test tasks that meet the requirements of modern testology.[3].

It is not possible to directly see the level of knowledge of the learner, the level of formation of skills, qualifications, and competencies: the teacher can only see and measure them indirectly (through questions and answers, observation, and completing tasks). Based on the conclusions drawn as a result of such measurements, certain decisions are made by a person or organization (for example, a teacher, educational institution, employer) (for example, to award or not award a diploma, to accept or not accept a student for study or work, etc.).

In order for the decisions to be made to be justified, the conclusions drawn on the basis of the test must also be valid (reasonable)[4].

1 The word "valid" comes from the Latin word "validus", which means "strong; effective; valid; lawful". In testology, this term is used without translation.

The validity of tests is the degree to which a test measures exactly what it is supposed to measure. That is, it indicates whether the test produces results that are consistent with its purpose or not. If you want to test your knowledge of mathematics, the test questions should also be related to mathematics. If it tests something else (for example, text comprehension) more, the test is considered invalid.

Types of validity:

1. Content validity

Do the test questions correspond to the curriculum?

For example, if a question is asked about a topic that was not covered in class, the validity is low.

2. Criterion validity

Do the test results correspond to other reliable results?

For example, if a student who studies well also scores high on the test, this is a good sign.

3. Construct validity

Does the test accurately measure a certain ability or quality (for example, thinking, level of knowledge)?

In short, validity is the accuracy and suitability of the test for its purpose. Content, criterion, and construct validity ensure the accuracy and reliability of the test results. Therefore, when creating test tasks, compliance with the curriculum, a clear goal and correct formulation are of great importance. Tests developed based on the requirements of modern testology play an important role in improving the quality of education, improving the learning process and making the right decisions.

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