

## METHODS OF CONTROL TESTING AT THE LESSONS OF THE RUSSIAN LANGUAGE AND LITERATURE

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### Annotation

The article deals with the issues of modern pedagogical control. Pedagogical control in the modern education system is closely related to the knowledge testing procedure, since it, performing evaluative, diagnostic functions, is the most effective control tool.

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Language is a unique phenomenon: it is a means of communication and a form of information transmission, the focus of the spiritual culture of the people, the main form of manifestation of national and personal self-consciousness, a means of storing and assimilating knowledge, and, finally, the primary element of fiction as verbal art. Due to this circumstance, the language has only its inherent status among other school subjects. Everyone needs it, always and everywhere [1].

Teaching methods in their traditional versions are divided into teaching methods, teaching methods and control methods. Pedagogical control performs a number of functions in the pedagogical process: evaluative, stimulating, developing, teaching, diagnostic, educational, etc.

In the current pedagogical process, several types of control are distinguished: preliminary, current, thematic, milestone, final and graduation. The control system is formed by exams and tests, oral questioning, tests, colloquia, essays, seminars, laboratory work, creative exams, diagnostic testing.

Pedagogical control in the modern education system is closely related to the knowledge testing procedure, since it, performing evaluative, diagnostic functions, is the most effective control tool [2].

Of all the diagnostic methods that exist today, testing is considered the most promising.

The use of diagnostic tests in foreign schools has a long history.

Testing is a standardized method used to measure various characteristics of individuals.

Testing method - a study of a person by diagnosing his knowledge based on the performance of a standardized task [3].

Test - in the general scientific sense, this is a short standardized test aimed at obtaining in a short period of time the most significant information about the features of a given particular object in order to establish the presence or degree of expression of a certain property or quality. Testing differs from other methods of examination in accuracy, simplicity, accessibility, and the possibility of automation.

Testing is carried out both with individuals and in groups. Pedagogy is dominated by group tests conducted in school classes, as they are the most economical for the teacher [4].

Tests can be classified in a number of ways.

1. According to the creation procedure: standardized and non-standardized tests can be distinguished.
2. By means of presentation:
  - blank using test books using blanks
  - Subject - the effectiveness of their implementation depends on the speed and correctness of the task.
  - Hardware - tests using devices to study the features of attention, perception, memory and thinking.
  - practical,
  - Computer.
3. According to the direction of the tests are
  - intelligence tests that reveal the features of the latter;
  - personality tests are designed to diagnose the motivational-need sphere of the personality;
  - Achievement tests.
4. By the nature of the actions:
  - verbal;
  - Non-verbal.
5. By leading orientation:
  - speed tests;
  - power tests;
  - Mixed tests.
6. According to the degree of homogeneity of tasks:
  - homogeneous include tasks that are similar in nature, but differ in specific content;
  - heterogeneous allow assessing a variety of personality characteristics and include tasks that differ both in nature and content;
  - Integrative is aimed at assessing the “general readiness of a graduate of an educational institution”.
7. According to the purposes of use:
  - a preliminary defining test is designed to assess initial abilities, covers a very small range of knowledge;
  - the formative test affects a limited segment of learning (chapter, section);
  - diagnostic test focuses more on common errors;
  - A summation test usually contains questions that represent a higher level of difficulty.
8. By breadth of use:
  - for use by the teacher;
  - for use by a group of teachers or the administration of an educational institution;
  - For student assessment.

The use of certain tests will be most effective and provide reliable conclusions only if they are correctly combined with all other groups of tests. Therefore, tests are always complex.

## Functions

Testing in pedagogy performs three main interrelated functions: diagnostic, teaching and educational:

The diagnostic function is to identify the level of knowledge, skills and abilities of the student. This is the main and most obvious function of testing. In terms of objectivity, breadth and speed of diagnosis, testing surpasses all other forms of pedagogical control.

The educational function of testing is to motivate the student to intensify work on the assimilation of educational material.

The educational function is manifested in the frequency and inevitability of test control. This disciplines, organizes and directs the activities of students, helps to identify and eliminate gaps in knowledge, forms the desire to develop their abilities [5].

What should be the test. The word "test" of English origin and in the original language means "test", "test". Properly designed tests must meet a number of requirements. They should be: relatively short-term, unambiguous, correct, relatively brief, requiring concise answers; informational, convenient, standard, i.e. suitable for wide practical use. The most important criteria for diagnostic tests are: effectiveness (validity, indicativeness), reliability (probability, correctness), differentiation (distinctness).

When preparing materials for test control, it is necessary to adhere to the following basic rules:

1. You can not include answers, the incorrectness of which at the time of testing cannot be justified by the students.
2. Wrong answers should be constructed on the basis of typical mistakes and should be plausible.
3. The correct answers must be placed among all the proposed answers in a random order.
4. Questions should not repeat the wording of the textbook.
5. Answers to some questions should not serve as hints for others.
6. Questions should not contain "traps".

Compared to other forms of knowledge control, testing has its advantages and disadvantages.

### Advantages

Testing is a fairer method; it puts all students on an equal footing, both in the control process and in the evaluation process, practically eliminating the subjectivity of the teacher.

Tests are a more voluminous tool, since testing can include tasks on all topics of the course, while the oral exam usually has 2-4 topics, and the written one - 3-5. This allows you to reveal the knowledge of the student throughout the course, eliminating the element of chance when pulling out a ticket. With the help of testing, you can establish the level of knowledge of the student in the subject as a whole and in its individual sections.

The test is a more accurate tool, so, for example, a test assessment scale of 20 questions consists of 20 divisions, while the usual knowledge assessment scale has only four.

The cost of conducting the test is much lower than with written or oral control. Testing and monitoring results in a group of 30 people takes one and a half to two hours, an oral or written exam - at least four hours. Testing is a softer tool, they put all students on an equal footing, using a single procedure and common assessment criteria, which leads to a decrease in pre-exam nervous tension.

### Flaws

The development of high-quality test tools is a long, laborious and expensive process.

The data obtained by the teacher as a result of testing, although they include information about knowledge gaps in specific sections, do not allow us to judge the reasons for these gaps.

The test does not allow checking and evaluating high, productive levels of knowledge related to creativity. The student during testing, unlike an oral or written exam, does not have enough time for any in-depth analysis of the topic. Ensuring the objectivity and fairness of the test requires the adoption of special measures to ensure the confidentiality of test items. When re-applying the test, it is desirable to make changes to the tasks.

There is an element of randomness in testing. For example, a student who did not answer a simple question may give the correct answer to a more complex one. The reason for this can be both an accidental mistake in the first question, and guessing the answer in the second. This distorts the test results and leads to the need to take into account the probabilistic component in their analysis.

The testing method is a qualitative and, most importantly, an objective method of evaluation.

When organizing the environment for testing, it is important to take into account situational distractions, such as various kinds of noises, smells, the state of the room, etc., since the stability of attention is associated not only with the duration of the performance of certain types of activities, but also with external circumstances. In an environment characterized by the absence of external distractions, as psychologists note, attention is quite stable. In the presence of many strong distracting stimuli, it fluctuates, becomes insufficiently stable.

Among the reasons that determine the stability of attention, which should be emphasized when considering the problem of organizing testing, there are factors associated with the individual physiological characteristics of a person, in particular with the properties of the nervous system, the general and mental state of the subject at a given time. People with a weak nervous system or overexcited can quickly get tired, become impulsive. A person who does not feel very well physically, as a rule, is characterized by instability of attention. Therefore, when planning testing, it is important to foresee not only the time of its implementation and duration, but also the nature of the activities of the subjects before testing. Before starting testing, the experimenter needs to assess the condition of the subjects. The practice of testing has shown that it is possible to visually almost accurately determine the state of excitation or inhibition. Subjects who exhibit these conditions should not be allowed to test.

However, this is only possible with individual work. In group testing, the adoption of such measures is very difficult and sometimes completely impossible [5].

To weaken the influence of such factors on the test results, the ability of the researcher to focus the attention of the subjects on the subject of activity, to show the significance of the latter for the personality of each subject, i.e. we are talking about motivation aimed at increasing the stability of attention. However, it should be remembered that too strong motivation, as well as too weak, equally negatively affects the performance of tasks. From this follows three forms of work with tests: collective, group, individual.

The final stage in organizing testing is verbalization or visualization of test results. The discussion of the results obtained, depending on its goals, can vary significantly from a brief message to the subjects of the general results to a comprehensive analysis of the testing process. Under all conditions, when organizing a discussion of the test results, one should adhere to a number of fundamental provisions: analyze the test results promptly; analysis of the results should be diagnostic in nature, revealing the main thing - the causes of the errors of the subjects; be an effective remedy; have a positive impact on the subjects, contribute to their improvement.

When organizing a discussion of test results, it is necessary to take into account a number of psychological issues. The experiment can become a source of psychological trauma for the subjects. However, it is also quite obvious that it is not the testing process and the results obtained that are

traumatic, but the organization of the experiment and the form of discussion of the results.

When preparing and conducting an experiment, it is necessary, first of all, to take into account such important rules for organizing an experiment as the inadmissibility of risk to the health and development of the subjects, guarantees against harm to their well-being, from damage to life in the present and future.

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