Western European Journal of Modern Experiments and Scientific Methods
Volume 2, Issue 5, May, 2024
https://westerneuropeanstudies.com/index.php/1
ISSN (E): 2942-1896 Open Access| Peer Reviewed

FEATURES OF USING INTERNET TECHNOLOGY - TESTING STUDENTS' KNOWLEDGE IN PSYCHOLOGICAL AND PEDAGOGICAL LITERATURE

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Abstract: This article explores the methodology of using Internet testing to assess students' knowledge in the field of psychology and pedagogy. The work analyzes the advantages of this technology over traditional testing methods, such as saving time, increasing accessibility, the ability to automate the process, as well as providing additional tools for analyzing results. The main stages of the development and implementation of Internet tests are revealed, including drawing up questions, creating an online platform, conducting testing and analyzing the results. The author emphasizes the need to adapt technology to the specifics of the educational process in the psychological and pedagogical fields, taking into account the characteristics of the target audience and ensuring the reliability and objectivity of the data obtained. In conclusion, the importance of Internet testing as a modern tool for assessing students' knowledge in the field of psychology and pedagogy is emphasized and directions for further research and development of this technology are outlined.
Key words: Internet testing, student knowledge, psychological and pedagogical literature, knowledge assessment, educational technologies, educational process, technology adaptation, online platforms, automation, analysis of results.

ОСОБЕННОСТИ ПРИМЕНЕНИЯ ТЕХНОЛОГИИ ИНТЕРНЕТ - ТЕСТИРОВАНИЯ ЗНАНИЙ СТУДЕНТОВ В ПСИХОЛОГО – ПЕДАГОГИЧЕСКОЙ ЛИТЕРАТУРЕ

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Аннотация: Данная статья исследует методику использования интернет - тестирования для оценки знаний студентов в области психологии и педагогики. В работе анализируются преимущества данной технологии перед традиционными методами тестирования, такими как - экономия времени, повышение доступности, возможность автоматизации процесса, а также предоставление дополнительных инструментов для анализа результатов. Раскрываются основные этапы разработки и внедрения интернет -

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тестов, включая составление вопросов, создание онлайн-платформы, проведение тестирования и анализ результатов. Автор подчеркивает необходимость адаптации технологии к специфике учебного процесса в психологических и педагогических областях, учитывая особенности целевой аудитории и обеспечивая надежность и объективность получаемых данных. В заключении подчеркивается значимость интернет-тестирования как современного инструмента оценки знаний студентов в области психологии и педагогики и обозначаются направления для дальнейших исследований и развития данной технологии.
Ключевые слова: интернет-тестирование, знания студентов, психолого-педагогическая литература, оценка знаний, образовательные технологии, учебный процесс, адаптация технологии, онлайн-платформы, автоматизация, анализ результатов.

In recent years, the vast psychological and pedagogical literature has increasingly focused on the difficulties and problems associated with the assessment of knowledge: insufficient formulation of the goals of education and, consequently, assessment criteria, the subjectivity of the assessor, the lack of clear criteria by which the assessment is made, etc. P.

In domestic secondary and higher education, in the last two decades there has been a process of active implementation of the test method for measuring the quality of education. This is not least due to the fact that the arrival of mass computing technology in universities and schools has made it possible to automate essential elements in the processes of preparing, conducting and processing test results. An example of the experience of the Republic of Uzbekistan in this direction is the entrance exams to educational institutions of the country, conducted by the State Test Center, the essential elements of which are based on information technology. But despite the fact that the tests are compiled and tested using modern ICT, applicants receive test tasks in printed form, which subsequently takes a certain period of time to process the results and publish them on the appropriate website. Here there is already a significant superiority of Internet testing over traditional testing methods.

However, test technology, even developed according to all the rules of the mathematical theory of tests, does not eliminate a number of psychological problems. A practical problem arises of such an organization of the information and communication environment in the process of creating and using tests that would remove the negative effect of psychological alienation of teachers from the educational process. One of the current areas is the problem of using special network instrumental and measuring technologies to assess the educational achievements of students, which is gaining new heights in connection with the introduction of the Internet and other information and communication technologies. New information technologies initiate the development of new approaches to learning technologies, including distance education.

The issue of developing a clear and scientifically based psychological and pedagogical concept for the creation and implementation of computerized test methods for knowledge control is extremely important. Many Uzbek scientists (E. Goziev, Kh. Ibragimov, X. A. Turakulov, N. K. Avliakulov, U. N. Nishanaliev, U. K. Talipov, J. A. Khamidov, N. N. Azizkhodjaeva, K. Naibulina, A.A. Abdukodirov and many other educational psychologists) in their research developed ways to improve education based on an integrated and systematic approach, using modern pedagogical technologies in higher and secondary specialized educational institutions. In the context of the development of this psychological and pedagogical concept, a special place is given to the issue of creating a computer testing system that would not alienate teachers

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from the control process, but would allow them to actively influence the educational process, contribute to the effective assimilation of educational material by students and be used, on the one hand, by the teacher for intermediate and final control of knowledge and, on the other hand, for students to self-assess their level of preparedness in the process of independent work.

In the works of teachers and specialists in the field of testology (Avanesov, Gilbukh, Zinchenko, Klein, Mayorov, Talyzina, Shmelev), test control is not considered as an isolated tool, but is included in the system of control methods - as an element of a comprehensive assessment of the quality of knowledge of students and university students .

Testing is a quick and, depending on the context of application, an effective way to monitor and evaluate educational achievements, which allows you to regularly monitor the level of mastery of educational material by students and timely ensure the necessary interaction between students and teachers, aimed at improving the quality of education. In this case, at least the following 3 methodological and pedagogical goals can be achieved:

1) obtaining objective statistical data on the effectiveness of training courses and difficulties in mastering certain elements of educational content;

2) increasing motivation and responsibility in students' attitude to monitoring their educational achievements;

3) improvement of the traditional examination scheme - if sharp discrepancies are detected between the examiners' assessments and the students' test scores, at least an additional oral interview between the examiners and the examinee on the course materials should be carried out.

Taking into account the above, we can formulate the following conditions for the effective implementation of test control in the practice of an educational institution:

1) the presence of basic testological literacy of the teaching staff: teachers using this form of control must understand the strengths and weaknesses of test control, know the typology of test tasks and the meaning of statistical procedures for their selection, understand the structure of test scales and the statistical principles of pedagogical diagnostics;

2) the availability of appropriate software and hardware: modern test control requires a computer base for generating tests, for conducting them, and for storing their results. An important role here is played by the creation and implementation of convenient ergonomic solutions that facilitate the work of non-professional computer users with test materials and results;

3) the presence of an adequate organizational and managerial solution that ensures a reasonable combination of test control with a more or less established system for assessing the educational achievements of students.

It is worth noting that in the absence of one of these three necessary components (psychometric, engineering and organizational and managerial support), attempts to introduce test control are doomed to failure.

A traditional test has composition, integrity and structure. It consists of tasks, rules for their application, grades for completing each task and recommendations for interpreting test results. The result of a traditional test depends on the number of questions answered correctly. It represents the unity of at least three systems:

1) a meaningful system of knowledge described in the language of the subject being tested;

2) a formal system of tasks of increasing difficulty;

3) statistical characteristics of tasks and test subjects' results.

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The traditional pedagogical test must be considered in two significant senses: - as a method of pedagogical measurement and as a result of using the test.
Non-traditional tests include integrative, adaptive, multi-stage and so-called criterion-oriented tests.
1. A test consisting of a system of tasks aimed at a generalized final diagnosis of the preparedness of a graduate of an educational institution can be called integrative.
2. Adaptive tests are a variant of an automated testing system in which the parameters of difficulty and differentiating ability of each task are known in advance.
3. Criterion-oriented tests are a type of tests designed to determine the level of individual achievements relative to some criterion based on a logical-functional analysis of the content of tasks.
Having studied the features of traditional and non-traditional tests, we conducted a comparative analysis between them, which allowed us to highlight their similarities, differences and advantages in Table 1.1

Table 1.1

Similarities, differences and advantages between traditional and non-traditional types of tests.

№	Traditional tests	Non-traditional tests
1.	The idea of a traditional test is to compare the knowledge of as many students as possible with a minimum number of tasks, in a short time, quickly, efficiently and at the lowest cost.	Presenting test options on a computer allows you to save money that is usually recommended for printing and transporting blank tests
2.	The test is considered not as an ordinary set or set of questions, tasks, but in the form of the concept of a “system of tasks”	Thanks to computer testing, it is possible to increase information security and prevent declassification of the test due to the high speed of information transfer and special protection of electronic files.
3.	The test form allows you to remove the human factor (subjective or biased opinion of the teacher, personal attitude, poor health), and the developed rating scale and clear criteria for answers and assessments give an accurate result and make the test result transparent to all participants in the educational process (even if the test checks the student himself, his friend or another teacher).	Automation, a machine can check the test, which is very helpful in working with groups and in distance learning, where you can use online testing or special programs. The procedure for calculating the resulting scores is simplified in cases where the test contains only multiple-choice tasks.
4.	All test takers are on equal terms, so even a weak student can prepare well and write the test with a fairly decent score.	You send the test as a file by e-mail, the test takers complete it, the program checks and analyzes errors, and as a result you draw conclusions about the quality of the knowledge acquired.

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Based on the table presented above, it is worth concluding that the use of tests as a test of students' knowledge is a justified expenditure of effort and time for both the teacher and the test taker and has positive aspects in the quality of objectivity and reliability of the results. And the non-traditional type of testing is more effective in terms of creating a test bank, the testing process, saving resources, quick processing and delivery of results to the test taker.

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