

ADVANTAGES OF USING GRADED TESTS IN MOTHER TONGUE EDUCATION

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Abstract: This article introduces graded tests and their types that are commonly used in native language teaching, as well as examples of some types of tests for reinforcing grammar topics and understanding a new topic and text.

Keywords: native language teaching, graded tests, types of graded tests, grammar tests, text tests.

When selecting and implementing educational elements, it is necessary to take the learning activities of the learners into account. A simple rule in practice is that new knowledge is imparted to students in the first 20 minutes of a theory lesson, and then the knowledge imparted is transferred by conducting debates, working in small groups and other non-traditional methods. If several sensory channels are shared during the perception of knowledge, the process of transferring information from short memory to long memory is accelerated, which is the basis of cognition methods that allow the storage of 90% of independently studied, analyzed and discussed data in memory.

The above data shows that when using traditional methods in the course of teaching, the highest level of students' information retention is 30 percent. When non-traditional methods are used, the level of information absorption increases even further.

The goal of any training is knowledge and the ability to apply it in practice

Formation of skills and qualifications, necessary personal qualities and is the development of guidelines.

Before considering different types of test tasks, let's remember the 4 from V.P. defined knowledge levels.

I. The degree of familiarity with the teaching material (leading cognitive actions – recognizing, recognizing, differentiating).

II. The degree of reproductive reproduction (repetition of information from memory or meaning in a familiar situation, acting according to a model).

III. The degree of reproduction in a changing situation (own examples, situations from life) is the main stage in school.

IV. Placement tests show the student's ability to act and make decisions in problematic situations. When working on such tasks, the student acquires new knowledge and skills by expanding and changing the knowledge he has acquired will be.

There are 6 main types of test tasks and, depending on the structure, 2 additional types.

There are. In addition, any test tasks can be presented in the scheme according to the form of information representation:

- verbal, that is, information is expressed in words;

- non-verbal – information is expressed in pictures, diagrams, video clips, slides and other similar forms. For closed test tasks, there are ready-made answer options for the question. You



then have to choose one (or more) correct answers from the suggested answers. All answer choices should make sense, but can often contain errors and difficulties.

Types of educational tests

According to the purpose of use:	- diagnostic tests; - predictive (predictive) tests; - tests that determine the situation.
According to the structure:	- simple (consisting of tasks of the same form) tests; - complex (consisting of tasks of several forms) tests.
According to the frequency of use:	- daily tests; - periodical tests; - final tests.
By test feature:	- tests for one student; - tests for a specific group.
According to the task:	- tests that determine knowledge; - tests that determine qualifications and skills/
According to the method of execution:	- oral tests; - written tests; - Tests carried out in EHM.
According to the essence of the structure:	- standardized tests; - non-standard tests.

Studies on graded tests and their characteristics, methodology and criteria in native language teaching. Although no specific scientific research on pedagogical dimensions has been published in this direction, specific views are presented in dissertations, handbooks and brochures. In particular, in the doctoral thesis of the scientist G.A. Asilova is given detailed information about the alternative type of pedagogical testing and the history of testology. In the research of Z.N. Matyakubova was also studied the method of using multiple choice tests as an example of life science. In the manuals edited by Z.Z.Mirvaliev, M.Sh.Zakirova and others, the basic knowledge of test types, validity, place of use and forms is explained in detail, information is given about the methodology of the tasks used in the evaluation, and examples of tasks are given using various texts given. In the specific educational context of general secondary education, the knowledge, skills, qualifications and competencies of the students are checked and evaluated primarily with the help of test tasks. However, despite almost 30 years of experience with the test in the education system, the testing methodology has not been improved. By “test” only closed tests – four-choice alternative answer tests were understood and used. Nowadays, however, graded tests are very commonly used in native language teaching.

Here are some examples of tests used in native language teaching today:

1) Exercises and tasks for logical thinking. The student is presented with logical thinking exercises such as logical puzzles, logical problems, and reasoning problems that require the application of logical laws and rules.



For example, restoring the logical connection in the sentence. Students are presented with sentences with broken and misplaced words. You have to put these words in the correct grammatical and syntactic order.

Example: “The child studied at a new school” → “The child studied at a new school.”

2) Exercises and tasks for deductive reasoning. From general rules to specific examples and applications, students can be taught to use deductive reasoning when analyzing grammatical structures. For example, identify the grammatical rules in the following sentence and try to draw a conclusion:

1. When he went to school he met his friends.

2. What tense is used in this sentence?

Answer: The sentence uses the past tense (an action that occurred earlier).

3) Exercises and tasks for text analysis. The student is recommended exercises and tasks for analyzing texts from the perspective of logical consistency using grammatical structures. For example, read the following text and answer the questions based on it.

In the sentence “New books came out at school”: A) What does the word “at school” mean?

B) What grammatical function does the word “new” fulfill? C) What is the clause in the sentence?

Answer: A) Means place; B) quality; C) Went out.

4) Exercises and tasks for building an argument. Appropriate exercises and tasks are recommended for the student to argue based on grammatical rules, justify their conclusions and draw logical conclusions. For example, mark the following sentence according to the correct syntactic structure: A) The girls went to school. B) The girls went to school. C) The girls went to school.

Answer: A) The girls went to school.

Arrange the following sentences according to tense and explain the meaning of each:

1. I read a book.

2. He's working now.

3. We're going on a trip tomorrow.

Argumentative answers:

1. I read a book. - Past tense: This expresses the past tense of the action.

2. He's working now. - Present Tense: This indicates that the action is taking place in the present.

3. We're going on a trip tomorrow. - Future tense: It expresses the action that will take place in the future.

5) logical test tasks on grammar. It is possible to set test tasks that require logical analysis and drawing conclusions based on learned grammatical rules. For example, match sentences (1,2,3) in (A-F) (three of the options are redundant).

1. Industrious young people flow, From my bloodshot eyes.	A) Atov speech B) A two-part sentence
2. - Where did he take the feeling I loved? - To the heavens, irrevocably...	C) An organized sentence D) An imperative sentence
3. Guardian of the sky, clouds, speak, To which world did he take Yorim?!	E) Person (owner) is a generalized sentence F) An incomplete sentence



Answer: 1-B, 2-F, 3-D

6) Exercises and tasks on the logical structure of information. It is recommended to teach the student to logically organize information based on the learned grammatical knowledge, determine the logical structure of the text and understand the order and logic of the sentences contained in it. For example, analyze the content and grammatical connection of the words in the sentence.

[1] Because of language, knowledge is passed from generation to generation, be it oral or written, so that the new generation continues the work of the previous generation rather than starting it again [2].

a) What word is the first highlighted word in the sentence subordinate to?

Answer: left (for cutting)

b) What word is the second highlighted word in the sentence subordinate to?

Answer: continues (for cutting)

7) Solution to the given problem. It is necessary to provide the student with problems that require the use of logical thinking to solve difficulties in interpreting grammatical and linguistic phenomena. For example, classify the given sentences grammatically.

1. You should try to learn from a young age.

2. Knowledge acquired in youth is like a pattern carved in stone.

a) What grammatical means can be used to correctly connect the first and second sentences?

Answer: because (causative conjunction)

b) What type of compound sentence does this create? Answer: a subordinate clause

These actions not only lead the student to scholastic (dry) knowledge and memorization of grammatical rules, but also help to develop his logical thinking, analytical thinking and the ability to draw conclusions based on logical laws. This will undoubtedly serve to deepen the understanding of the material studied and develop analytical skills. In the end, the student will understand how necessary grammatical knowledge is.

Text-based tests are widely used in education today. This is the main factor in the development of students' oral and written speech. Below you will find a selection of graded tests based on an academic text.

SCIENTIFIC TEXT

THE STARS

Stars are celestial bodies that emit light, like the sun; It consists mainly of a hot plasma formed from a gas-dust medium (mainly hydrogen and helium) under the influence of gravitational forces. [1]

The Sun is about 150 million kilometers away from Earth, and the stars in our galaxy are a thousand or even a million times further away. The distance to the nearest stars is 66,000 times greater than the distance from the Earth to the Sun. As the Sun approaches Earth, it appears smaller than the stars. Light takes 8.3 minutes to travel from the Sun to Earth and takes 4 years and 3 months from the orbit of Centauri, which is closest to us. That's why stars always appear to us (even in the telescope) as bright points. In the celestial sphere you can see a maximum of six thousand stars without a telescope, several tens of thousands of stars in a small telescope and several hundred million stars in a large telescope. There are about 120 billion stars in our galaxy.[2]

The study of the stars was necessary due to the material needs of people (making a calendar, setting the exact time, determining direction by the stars during travel, etc.). Since



ancient times, the starry sky has been divided into constellations and constellations. Since the time of Aristotle (4th century BC), the position of the stars in relation to each other in the sky did not change for several hundred years; it was assumed that they were “fixed” in the sky. Therefore, people in ancient times viewed the starry sky as unchanging, determined the position of the stars in the celestial sphere and compiled star tables (e.g. Hipparchus, 2nd century BC, Ulug`bek, 15th century). These tables are used to determine the geographical coordinates of time and place. Tables of faint stars are also created, which are used to solve many practical problems.

A thousand years ago, Arab astronomers discovered a star that changed its light and called it Algol (Eye of the Devil). Many such stars have now been found. At the end of the 16th century, the Italian astronomer J. Bruno explained that stars were distant bodies like the sun. In 1595, the German astronomer I. Fabricius first tried to explain the changing stars, in 1650, the Italian scientist J. Riccioli tried to explain the binary stars, and in 1718, the English astronomer E. Halley tried to interpret the specific movement of 3 stars. [3]

The number of stars in our galaxy is approximately 120 billion. In the second half of the 19th century, spectroscopy and then photography began to be used to study stars. At the beginning of the 20th century, using the achievements of physics, they began to study the physical nature of stars and explore their laws of evolution.

The main indicators of stars are their masses, radii and brightness. Stars differ greatly from each other in brightness, brightness and color. The world of stars is diverse, some of them are millions of times larger than the Sun. Marta Kata and Bright (Giant Stars); Many stars are much smaller and brighter compared to the Sun.[4]

Studying the spectra of stars makes it possible to determine the chemical composition of their atmosphere. Like the sun, stars are made up of the elements that exist on Earth. Stars contain more hydrogen (about 70% by weight) and helium (25%), and the remaining elements (oxygen, nitrogen, iron, carbon, neon) occur in roughly the same way as on Earth.

1. Identify the sentence that is not formed correctly according to the content of the text.

- A) There are stars larger than the sun.
- B) The Sun is about 150 million away from Earth kilometers away.
- C) In ancient times it was believed that the stars were “fixed” in the sky.
- D) The diameter of the Centaur's orbit is three or four times that of the Sun.

2. Determine the information that is not expressed correctly according to the content of the text.

- A) The Italian astronomer J. Bruno explained at the time that the stars were not solid objects in the sky, but distant objects like the sun.
- B) The main component of the chemical composition of stars is helium, while hydrogen is a secondary substance in this composition.
- C) Mil.av. The table by Hipparchus, a 2nd century scientist, may contain errors.
- D) The need to create a calendar, determine the exact time and determine direction using the stars during travel required the study of the stars.

3. Which numbered sentence caused a stylistic error in the content structure of the text?

- A) 3 B) 2 C) 1 D) 4

4. Determine the information reflected in the content of the text.

- A) The distance to the nearest stars is 66,000 times greater than the distance from the Earth to the Sun.

- B) The Big Dipper is a constellation near the pole of the universe in the northern hemisphere of the sky and has 7 bright stars.
- C) It is located 110 light years from the Sun in the constellation Hercules. It is 15 percent larger than our sun.
- D) Currently, scientists and astronomers use the number of stars in our Milky Way to make predictions.
5. In which of the following magazines is the content of the text incorrect?
- A) The table compiled by Mirzo Ulugbek in the 15th century shows the position of many stars, and today's science shows that the scientist's views are absolutely true.
- B) At the beginning of the 18th century, the English astronomer Halley explained the strange behavior of some stars.
- C) In the second half of the 19th century, the use of first spectroscopy and then photography to study stars was considered an important step in astronomy.
- D) In the 20th century, scientists began to study the laws of evolution of stars, using the achievements of physics.

Graded tests play an important role in the educational process. They have several advantages:

1. Perfect assessment: A separate control is carried out for each level, which provides the opportunity to accurately assess the level of knowledge of the students.
2. Differential Control: Takes into account the individual needs of students and allows them to delve deeply into topics that interest them.
3. Motivation: The availability of difficult and easy levels motivates students to achieve their goals.
4. Learning Process: Graded tests help students strengthen their skills and knowledge.
5. Analysis of results: Allows teachers to determine which topics students have difficulty with and which they have mastered well.

These advantages make standardized testing an effective and relevant educational tool.

In conclusion, the use of graded tests in native language classes improves student thinking. In addition to developing oral and written language, the grammar teacher learns the rules without boredom and applies them in life.

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