

WHAT IS A TEST TASK AND WHAT IS ITS ROLE IN THE EDUCATIONAL PROCESS?

The concept of "test" and what role it plays in the educational process is considered in this work.

The concept of "test" in the educational process can be widely understood as a set of tasks created according to certain rules, which can be of one or more types. For example, open and closed questions, tasks, etc..

The classical definition of the concept of "testing" in pedagogy is given by K. Ingekamp: "Testing is a method of pedagogical diagnostics, by means of which the choice of behavior that presents the prerequisites or results of the educational process should correspond as much as possible to the principles of comparison, objectivity, reliability and validity of measurements, should be processed and interpreted and be acceptable for application in pedagogical practice."

Test tasks can be divided into two groups.

Closed:

- multiple choice tasks;
- alternative answers;
- matching assignment;
- setting the correct sequence assignment.

Open:

- tasks of free presentation;
- complementary tasks.

The test task plays the role of checking or self-checking the fact that the applicants achieve certain learning outcomes (for example, binary: the results are achieved or not achieved) and assessing the level of achievement of these results on a certain scale (for example, in points). Test tasks are used in formative assessment - determining the material that the student already knows (input testing) or the course material passed, which should be worked out additionally (repeatedly) due to the fact that students have difficulties with its assimilation.

Test tasks check the speed of thinking, not writing. Students do not have to write many explanations, justifications, equations or calculations. Checking the completed test task is quick and easy. Unlike written tasks, this can be done by a person who is not very knowledgeable in the topic of testing. Tests are easily translated into a computer format with automatic verification of results. Psychometric analysis allows to measure the quality indicators of test tasks, such as the level of their complexity and the ability to distinguish between strong and weak students.

In the course of diagnosis, didactic tests, psychological tests, achievement tests, learning ability tests, aptitude tests are actively used. For example, with the help of achievement tests and didactic tests are carried out: diagnosing the performance of school students in a quarter, half a year. Diagnosing the quality of knowledge of students by subjects for the educational period, diagnosing the results of the activities of school teachers, diagnosing class success, diagnosing the dynamics of student success.

Testing can be a point-by-point, narrow tool for a teacher to get a quick understanding in performance in his or her course. It can also be a powerful, multifaceted working tool with many applications.

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