



Application of Non-Standard Test Tasks in Teaching the Subject of “Lower Amu Darya Economic District”

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ABSTRACT

The article is devoted to the use of non-standard test tasks in geography classes. In particular, non-standard test tasks developed to determine the extent to which students have mastered this topic in teaching the topic “Lower Amudarya Economic Region” are mentioned.

Keywords:

test, standard test, non-standard test, integrative test, adaptive test, criterion-referenced test, Lower Amudarya economic region, test tasks, Bloom’s taxonomy.

Enter. Today, the rapid development of science, technology and technology requires the education of the young generation as high-minded, broad-minded and highly educated, qualified personnel. These are the great tasks facing every pedagogue. In particular, it is not for nothing that President Sh. M. Mirziyoyev declared 2023 as the "year of attention to people and quality education" [1]. It can be understood from this that all Uzbekistan teachers - pedagogues are required to work and search tirelessly. at the same time, it is one of the current issues facing the educational process.

It is known that the tests used in the educational process are mainly of 2 types, and they are divided into standard and non-standard tests. In terms of content, standard tests are reproductive and productive, and in terms of content, the test task consists of questions and correct and incorrect answers, while non-standard tests are based on their content, structure and purpose of use. 'Ra

differs to a certain extent. Non-standard tests are divided into the following groups according to their content and essence:

1. Integrative tests;
2. Adaptive tests;
3. Criteria-target acquisition tests [2, 3, 5].

Integrative tests are considered test assignments that increase in integral content, form, and level of difficulty, allowing to make a generalized final conclusion about the level of training of a graduate of an educational institution. Adaptive tests are automated, allowing for an individual approach to students, and consist of instructions on the content of the task, the order of execution, the rule, the score that the student can get as a result of completing this task, and summarizing the test results. The main group of adaptive tests is made up of pyramidal adaptive tests, according to the purpose of use: medium weight, mixed according to the student's choice, only difficult level from the task bank. Adaptive tests can be successfully used in the

module-credit paradigm of organizing the educational process. For this, the pedagogue should have the ability to create and apply multiple-choice test tasks of different difficulty levels on one topic, chapter, section, course content [2, 4, 5].

Criteria-targeted tests are conducted in order to determine the general level of preparation of students, the quality of teaching of this course, the pedagogical skills of the pedagogue, and the effectiveness of the educational process. To create these test tasks, first of all, the content of the training course is analyzed on the basis of DTS, knowledge, skills and competencies are determined, a set of tasks is created to determine them, these tasks are turned into test tasks and a test is conducted, as a result, students pass this course. a conclusion is prepared on the level of mastery. Gaps in the students' knowledge are identified through standardized tests and ways to eliminate them are determined.

The process of appropriate use of non-standard test tasks mentioned above in the educational process allows to control and evaluate the acquired knowledge, skills and qualifications of students truthfully and fairly [4, 5].

Content takes the main place in the preparation of test tasks, therefore it is appropriate to

create test tasks that determine the level of knowledge in the content of the training course and the level of achievement of educational goals corresponding to them. Based on the content of the studied subject, professors and teachers should determine the educational goals based on Bloom's taxonomy and organize classes based on this. Determining educational goals in accordance with the didactic goals of the training prepares the ground for determining the effectiveness of education and eliminating shortcomings. The taxonomy of learning objectives was developed by Benjamin Bloom, which includes knowledge, understanding, application, analysis, synthesis, evaluation, etc. It is important to use test tasks in order to objectively and truthfully determine and evaluate the mastery of this knowledge by students. Below are examples of how to determine the knowledge of students on the topic "Lower Amudarya Economic Region" by giving non-standard test tasks [3, 4, 5].

I. Non-standard test tasks used to control and evaluate the level of achievement of the learning goal of students:

1. Determine the name of the regions according to the cards in the picture given below and write the corresponding numbers under each picture in the table.

1) Samarkand 2) Khorezm 3) Ferghana 4) Tashkent 5) Karakalpakstan

1	2	3	4	5

Answer: 2,4,1,5,3

II. Non-standard test tasks used to control and evaluate the level of achievement of the educational goal of students' understanding:

2. Match the following geographical terms with their definitions.

1	Khiva	A	It is the political and administrative capital of the Republic of Karakalpakstan
2	Nukus	B	It is located on the left bank of the Amudarya, on the banks of the Polvan canal, 32 km south-west of the Urganch railway station.
3	Urganch	C	Central city of Khorezm region

4	Tuyamoyin	D	A former port city on the coast of the Aral Sea
5	Moynoq	E	One of the largest hydroelectric power stations in the economic district

Answer:	1-	2-	3-	4-	5-
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Answer:

Answer:	1-B	2-A	3-C	4-E	5-D
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III. Non-standard test tasks used to control and evaluate the level of achievement of the educational goal of applying knowledge of Bloom's taxonomy in practice:

3. Appropriately determine which regions of the republic and foreign countries border the Lower Amudarya economic region:

1) Navoi in the east 2) Kazakhstan in the north 3) Kazakhstan in the west 4) Turkmenistan in the south 5) Bukhara in the southeast

Borderers of Lower Amudarya E.R	Answer numbers
Foreign countries	
Economic regions	

Answer:

Borderers of Lower Amudarya E.R	Answer numbers
Foreign countries	2, 3, 4
Economic regions	1, 5

IV. Non-standard test tasks used to control and evaluate the level of achievement of the learning goal related to the analysis of Bloom's taxonomy:

4. Which of the following statements are correct?

- A) In Khorezm region, cotton is planted on 43% of all cultivated area.
- B) 51.5% of the population in the Republic of Karakalpakstan, and 76% in the Khorezm region live in villages.
- B) Today, Chimboy resort is being turned into a city.
- C) Marjonbulok gold mine is located in the Lower Amudarya economic region.
- D) There are 46 institutes in the city of Nukus.
- E) Chorjoi-Kungirov railway was put into operation in 1955.

Answer: A, B, E

V. Non-standard test tasks used to control and evaluate the level of achievement of the learning goal of synthesizing students' knowledge of Bloom's taxonomy.

5. Place the industrial centers of the Lower Amudarya economic region according to large, medium, and small.

- 1. Nukus 2. Khazorasp 3. Khiva 4. Tortkol
- 5. Shavat 6. Beruni 7. Urganch

Answer: 1, 7, 3, 4, 2, 5, 6

III. Non-standard test tasks used to control and evaluate the level of achievement of the educational goal of students' drawing conclusions:

6. Which of the given opinions about the Lower Amudarya IR are correct? Write "yes" or "no" in the answer table.

- A) The region accounts for 12,8 % of the gross domestic product of Uzbekistan.
- B) ER has a powerful electricity base.
- V) Khorezm region is the main coal-producing region of Uzbekistan.
- S) ER is distinguished by the convenience of its geopolitical location and the poor environmental situation.
- D) Various forms of economic and territorial organization of production have developed in the district.
- E) The area is 20,6 thousand square meters km, which is 5,3 % of the territory of Uzbekistan.

A	B	V	S	D	E
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Answer:					
A	B	V	S	D	E
No	Yes	No	Yes	No	No

Summary. As can be seen from the above considered and studied opinions, it is appropriate to regularly use modern educational technologies by geography teachers in the educational process. Especially, in our opinion, determining the knowledge acquired by students through non-standard test methods serves to increase the quality and efficiency of education. We think that in the next years, in the further improvement of the educational system of Uzbekistan, pedagogues will develop such educational technologies for each subject and test them in the course of the lesson.

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