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STRATEGIES FOR USING ALTERNATIVE ASSESSMENT METHODS IN LANGUAGE AND LITERATURE CLASSES

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Abstract

The article analyzes and meditates deeply about the measurement and kinds of trial tests, degree of significance in subjects as well as real life. Besides, it is provided through the article that the tests known as a guide in organized teacher's true activities.

Introduction

A test is simply a test. But there are so many types it's hard to say. We know that the world itself is made up of trials and tribulations. Through these trials we face various difficulties throughout our lives, these difficulties reveal all the good and bad aspects hidden in our nature. Life's trials are a measure of who we really are and what we are capable of. They also put us in different situations and force us to apply our knowledge and skills in life. Tests put us in familiar and unfamiliar situations and draw the final conclusions about our knowledge. People can never know in advance what trials lie ahead and prepare themselves on that basis. If that happened then life's trials would be meaningless. People unconsciously prepare for trials through the various situations they face. Similarly, in the field of knowledge, the essence of the existing tests is to test students' knowledge in familiar and unfamiliar situations and to reveal their visible and invisible levels of opportunity. If they are organized properly. In addition, tests serve as a guide for the proper organization of the teacher's activities.

Main part

The teacher checks the knowledge given by means of tests, if the expected result is not obtained, then the teaching method is incorrect. The path is understood. As long as all the knowledge we learn is not related to practical activities, the value of such knowledge is zero. For example, in mathematics, if a student can solve the most difficult problem on the basis of the most complex formula, but does not know in advance how much cement, how much soil and bricks will be used in the construction of his house in the future, his knowledge will not work. Or, if a reader reads a lot of literature and can't get out of the situation in some similar situation in his life, it is definitely a sign that the teaching was done in the wrong way. . The theory, like any seed stuck in the ground, fails like a seed that has not sprouted and come into contact with life. The great German philosopher Goethe also said in his view, my friend, but the tree of life. " Therefore, in teaching the student, first of all, the practical application of the acquired knowledge should be taken into account.

General and specific goals should be set in education first. What is meant by this.

It is understood that the specific purpose is the knowledge that each student will use in the future, regardless of the subject for which the general purpose is, and the knowledge acquired will serve that subject. For example, computer science gives us all the general knowledge about computers. The purpose of science is to inform the student about all the knowledge about the computer. However, the purpose of students studying computer science may be different. The goal is determined by their needs. For example, it is important for designers to create various sketches and drawings on a computer. Because they need that knowledge. It is important for a teacher to work with graphics and tables on a computer, so they need to know word and excel programs. Or in the field of literature. The general goal of science is to bring up a young generation that is mature in all respects and can think independently. But literary lovers have different needs for reading. While it is important for a writer to work with more fiction, journalists need to read literature to make their speeches fluent and beautiful. It doesn't matter when the poet was born or what art was used in the play. While it is important for a literature teacher to study literature in all its aspects, it is important for an actor to read and study the status and circumstances of the characters in a work of art.

This means that the specific goal always takes precedence over the general goal. Only when the learner is fully aware of the relevant aspects of the science will their domain be properly applied to life.

The goal of science is to serve the interests of that field of science. Others study the science according to the requirements of their field. Therefore, the tests should be organized more in accordance with the goals of the learner. For example, it is advisable to check the spelling and spelling skills of a medical student by writing an essay, not by the grammatical rules of the native language. This is because doctors need to be very careful and precise when prescribing to patients. Or, the more important it is for the child applying to journalism to know the life and work of poets and writers in literature, the more expressive the art of reading and speaking will be. Granted, this may seem a bit confusing, as it is thought-provoking and takes some time. Let's say you have a toothache, whether you go to the dentist or to the plumber. Of course, you need to go to the dentist. It is known. Now, let's turn this into education. If you want to study psychology, it is important for your field of anatomy to know how the processes taking place in the body affect the human psyche. But you are required to know the structure of human organs and the circulatory system. This means, firstly, that the purpose of the test is set incorrectly, and secondly, that the existing domain in the student is performing its function incorrectly. Therefore, when entering a university, it is important to choose the right subjects based on the needs of the field and to test the aspects that need to be studied in them.

Historically, the earliest known evidence of the widespread use of test practice dates back to 2200 BC in China. During this period, the Chinese government conducted a special examination for employment. Only those citizens who successfully pass this exam are admitted to the civil service. For example, in order to get a job as a mail carrier, citizens had to pass exams in writing, arithmetic, horseback riding, and archery.

The methods of the ancient Chinese were adopted as a model in the creation of a system of state organizations, which began in Britain in the 1830s and in America in 1889, and in the organization of mechanisms for the admission of workers to it. The Chinese, who have made significant contributions to human development in chemistry, philosophy, and many other fields, were also pioneers in the field of knowledge and skills assessment. [A.Solijonov. "What

is a test?" Study guide. Tashkent - 2009.] This means that in those days the validity of the tests was correct. That is, the tests were able to show the level of ability of the examinee in the field. The exam was based on the purpose and the conclusion was well-founded.

The test is very important in the education system. Because it not only determines the level of knowledge acquired, but also creates opportunities for the student and increases the effectiveness of teaching.

The tests are divided into four parts according to their application.

1. Success tests (for specific literature).
2. Occupational tests (general knowledge is checked).
3. Prognostic (used to predict a child's level of opportunity).
4. Diagnostic tests.

All of these types of tests are important for the proper organization of the educational process. But the chances of prognostic testing in this regard are higher.

It is known that Uzbek schools have two levels: primary and higher education. Most of the abilities and talents in children can be demonstrated mainly by the 5th grade, ie by the age of 11-12. In the later upper classes, these abilities are perfected. If these abilities are identified and developed in a timely manner. The task of prognostic testing is very important in determining the level of abilities and capabilities of the child. While prognostic tests are, firstly, a very good guide for teachers to work with students, and secondly, it is possible to determine the level of opportunities in children and guide them to the profession on this basis. In addition, these tests can be very helpful in identifying children's abilities and potential before entering high school and teaching them in groups on this basis. If this type of education system is introduced, the effectiveness of the system can be dramatically increased by teaching children of relatively equal interests, talents and opportunities as a team. In addition, the duration of the innovations to be made in the field of science will be maintained and the levels of opportunity will be equalized. Only then will the students' constructions be properly assessed.

The distribution of subjects taught to students as a result of prognostic tests will increase their opportunities several times. According to Howard Gardner, a well-known American Methodist scholar, everyone is an innate talent. Peculiarities of human beings: logical thinking, the ability to see a particular reality from different angles, the principle of approach to a particular problem, and several other individual abilities are not manifested in students in the same way, situation or situation. [From Z. Mirzayeva's article.] Therefore, in his theory of "extraordinary intelligence", he emphasizes that the intelligence in children is different, and the educational process should be organized on the basis of the existing intelligence in the child. The existing learning abilities of students can be divided into two parts.

1. Ability to receive and store information.
2. Ability to apply and apply knowledge. [Tom Kubiszyn. Gary D. Borich "Educational testing & Measurement" chapter 9. Performance-based assessment. Page 188

These two aspects always complement each other, and they are not the same for all students. How can these levels be determined? In order to make a list of the knowledge that needs to be acquired in science teaching activities in general and to achieve results, it is first necessary to compile the existing tests correctly and improve their quality levels. Here are three key pointers in moving forward:

1) Availability of knowledge and skills that are important for understanding science.
2) The presence of intellectual abilities that are important for understanding and practical application of science.
3) Cognitive skills to successfully apply the knowledge and concepts acquired.

In schools, students in the same class may be the same age, but the three columns listed above do not form in the same way and at the same time in all students. Properly organized tests will determine which of these columns is strong or weak.

Conclusion

In conclusion, any test is based on a specific goal. Tests are a tool that leads us to our goal. To achieve this goal, you must first choose the right tool. With these tools, we can identify our potential and focus on the goal. Only 100% of the available opportunities in the test have been

mentioned above. The other 99% need to be studied. Only when we are aware of the opportunities that the test gives us and make the most of them will it open to us many doors of opportunity.

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