Methods of organizing and conducting tests in the native language classes of primary school

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Abstract: The article discusses the forms and methods of improving students' knowledge in primary school mother tongue lessons, the methods used in the lesson, the use of methods, the importance of didactic materials in improving the effectiveness of the lesson.
Keywords: School, primary school, mother tongue textbook, didactic materials, exhibitions, handouts, students 'oral and written speech, students' participation in the lesson process.

It is known that the need for education in the history of mankind, from the day of birth, what to teach ?, How much to teach ?, Why teach ?, What methods to teach? Such questions are ancient and urgent problems facing methodological science. In connection with these problems, concepts such as purpose, content, result are often encountered in everyday human activities.

Organizing native-language instruction in primary schools for the benefit of students creates a need for extensive research and coverage of student learning opportunities.

In order to check the level of mastery of the activities of primary school students in the teaching process, control methods have been developed in accordance with state educational standards to increase the effectiveness of lessons. One of the didactic requirements in mastering knowledge is to regularly check and evaluate how students have mastered it. The examination provides an opportunity to determine the quality of knowledge of students, the extent to which they use the formed skills. This, in turn, allows students to determine their readiness to learn new material, as well as to assess the effectiveness of the methods and techniques used, to make some changes to work methods. Knowledge testing serves for students, firstly, to strengthen the well-formed knowledge, and secondly, it improves the quality of work, increases self-examination.

In school practice, verification is done orally and in writing: a daily thematic and final verification of knowledge is applied.

In the primary grades, a general assessment is made, although knowledge, skills, and competencies in the mother tongue are tested orally and in writing. It takes into account students' grammatical accuracy, spelling rules, ability to analyze words and sentences, and the ability to apply knowledge to written speech through dictation, narration, and essay. Students are regularly checked on how well they have done their written work. The teacher checks all the students 'written work in 1st grade, as well as homework and class work. Dictation, narration, essay, as well as grammar, word formation, lexical and spelling tasks are used for written examination in the native language. During each term, students are tested

several times according to a plan to check their knowledge. In addition, dictation, grammar assignments, tests, essays, and essays are held several times during the school year. The scope of examinations in the primary grades can be as follows: Supervision dictation is not conducted for 1st grades in the first half of the school year. In the second half of the school year, a dictation of 15-20 words will be recorded. For second grades, 25-30 words should be 25-30 words in the first half of the school year and 35-40 words in the second half of the school year. In the third grade, the control dictation will consist of 40-45 words in the first half of the academic year, 45-50 words in the second half of the academic year, and at the end of the year the statement will consist of 70-80 words. should In the fourth grade, the control dictation is 55-70 words in the first half of the school year and 75-80 words in the second half of the school year. The statement is 100-110 words. Assessment criteria for test dictation, grammar assignment, narration, and essay are clearly set out in the elementary native language curriculum.

Testology as a theory and practice of testing has existed for more than 120 years and during this time a huge experience has been accumulated in using tests in various spheres of human activity, including education.

What is a test?

1. Translated from English - test, trial, research. For the first time, the test as a measurement method and the term "test" (task) itself were introduced in the 90s of the nineteenth century. by the English psychologist D. Cattell.

2. The test is a standardized task, according to the results of which the knowledge, skills, and abilities of students are judged.

A pedagogical test is a tool designed to measure a student's learning, consisting of a system of test items, a standardized procedure for conducting, processing and analyzing the results.

Testing in pedagogy performs three main interrelated functions: diagnostic, teaching and educational:

1. The diagnostic function is to identify the level of knowledge, abilities, skills of the student. This is the main function of testing.

2. The teaching function of testing is to motivate the student to intensify the work on the assimilation of educational material.

3. The upbringing function is manifested in the frequency and inevitability of test control. This disciplines, organizes and guides the activities of students, helps to identify and eliminate gaps in knowledge, forms the desire to develop their abilities.

The main purpose of teaching the mother tongue in primary school is to develop children's age and written speech, thinking, interest in learning, activism, independence, hard work, patriotism. Successful development of children's mental and verbal abilities will allow them to master all the sciences in the future. Educational essays and essays are written in primary school. The reason for conducting this examination is to check the spelling literacy of the students and to form their graphic and spelling skills.

Testing can be used at various stages of the lesson.

Introductory testing - obtaining information about the initial level of knowledge of students.

Ongoing testing - bridging gaps and correcting skills and knowledge.

Final testing - systematizes, summarizes educational material, checks the formulated knowledge and skills.

Advantages:

-Fast check

-Ability to check theoretical material

-Verification of large volumes of material in small portions

- Objectivity in evaluating results

-Makes it possible to determine the "problem area" and even "pain point"

-Developes thinks. operations

-Forms self-control skills

-Can serve as an object of knowledge

-Preparation for the exam

Disadvantages:

-Ability to guess

-It is often impossible to trace the logic of the student

-Tests cannot serve as the main form of monitoring the quality of student performance

-Complexity of checking the depth of the ZUN.

Requirements for test items

1. Validity - adequacy to the purposes of the audit, ie. the suitability of the test for measuring what the compiler intended to measure.

2. Certainty - when reading, the student must understand well what tasks and to what extent he must complete.

3. Simplicity - the wording of the tasks and the answers to them should be clear and concise. Indicators of simplicity are the speed at which tasks are completed.

4. Unambiguity - tasks have the only correct answer. Terms, images of tasks and answers must be presented unambiguously.

5. Equal difficulty - when compiling tests with different types of tasks, it is necessary to take into account that the main part is focused on checking the achievement of the planned learning outcomes, and tasks of a creative nature should test the ability to apply the knowledge gained in a new or changed situation.

Primary school students should have the following knowledge, skills, and competencies in their native language classes:

Grade 1 students will be able to speak, speak and write at the end of the school year according to their level of preparation; speech, word and syllable, sound and letter, their signs; vowels and consonants; alphabet, word meaning, sentence and text; It is important that they have knowledge of the presence of 30 sounds and 29 letters in the Uzbek language. In this way, we can help students develop oral and written speaking skills.

Ability: to distinguish sounds and letters, to write letters correctly, to use punctuation correctly, to determine the space between words correctly, to distinguish the meanings of words, be able to interrogate them, read sentences according to tone, distinguish between types of dictation, educational dictation, annotated dictation, selective dictation and control

dictation, find words with opposite meanings should be. They should be able to write a dictation of 15-20 words, create a simple text of 2-3 sentences, and avoid spelling mistakes within the scope of the knowledge learned.

Grade 2 students should have the following knowledge: sounds and letters, their signs;

voiced and unvoiced sounds, voiced and unvoiced consonants; the same vowels and consonants that come in series; gives an idea of the consonants that fall at the end of a word. This allows us to help students use punctuation appropriately; to be able to distinguish the spelling of the same vowels and consonants that come in a row, to question them; the ability to form a group of words with opposite meanings, consonantal, figurative, to distinguish between their own and portable meanings must have been formed. Dictation and narration on the basis of a text of 30-40 words, avoidance of spelling mistakes in the field of knowledge, adherence to the logical sequence of the creative text; what is familiar to students should form a skill such as depicting objects.

Grade 3 students talk, talk, question, talk; parts of speech, having primary parts and cut secondary parts, word structure; must have all the knowledge about the core, cognate words, suffixes, word groups.

Ability to write words and phrases correctly, to distinguish sentences according to the content of the expression, to read sentences according to the tone, to distinguish between primary and secondary parts of speech, to distinguish types of dictation should be. Correct writing of a dictation of 40-50 words on the basis of the text, differentiation of types of dictation, selection, dictionary, emphasis, memorization, control dictation; skills such as following the rules of speech culture, such as inviting and congratulating.

Grade 4 students are able to distinguish the same vowels and consonants that come in a row, to distinguish consonants that fall into the pronunciation at the end of a word; to be able to write words and phrases correctly, to differentiate sentences according to the content of expression, to identify primary and secondary parts of speech, to distinguish possessive and accusative suffixes, to avoid repeating words in the text, to contrast they must have the ability to form a group of words with opposite meanings, conjunctions, conjunctions. Cohesive parts, motivation, word groups: horse, variation of horses, possessive suffixes, conjugation suffixes; verb, verb tenses, person-number suffixes in verbs; quality, quality levels; they will have knowledge such as number, counting number, ordinal number. Correct spelling of a dictation of 75-80 words, grammatical analysis, creation of a text with a message, image, discussion element; adherence to the logical sequence of the creative text, selective dictation types of dictation, dictionary, annotated dictation; writing control dictations, understanding the interdependence and relevance of the content of the sentences in the text; writing essays and essays; please know the rules of addressing the culture of speech, such as thanking, apologizing, congratulating.

Controlling students' knowledge in primary school mother tongue classes is becoming one of the most pressing issues today. Proper organization of knowledge testing is of great importance in any field of work, as well as in teaching. It allows the teacher to instill in students a sense of responsibility, to identify gaps in students' knowledge in a timely manner, to evaluate their work correctly.

Checking students 'knowledge should be done on a daily basis. First of all, after describing the new material, it is necessary to check how well it is understood. Keeping in mind that the main purpose of the lesson is to explain the content of the topic to the students, the students should get the knowledge mainly in the lesson, and the teacher should check whether he has achieved this goal through the topics covered in each lesson.

The level of mastery of students can be checked in different ways, that is, in the process of performing an exercise given in a textbook, first of all, to express their opinion about it orally, depending on its condition, to the content of a previously prepared topic. to ask students questions about, to determine the theoretical conclusions obtained and the ability to perform the exercises.

It is also determined by taking volunteer students to the board and asking them to complete the exercise that the teacher told them about the topic covered. The completion of each exercise does not have to be completed by a detailed student himself. The most important questions about a given task can be prepared in advance and the investigation can be carried out according to this plan. It is not possible to check all students 'notebooks every day, but this should be done at least selectively. By taking 8-10 students 'notebooks at the end of each lesson, it is possible to review each student's notebook at least three times a month. In this case, it is necessary for students to correct the errors indicated in the checked notebooks, only then the verification work will be expedient. In such an inspection, it is necessary to evaluate the performance of homework on the basis of specific rating criteria, taking into account the accuracy of the work performed, the completeness of the task and the neat and tidy performance of the work.

Test tasks when learning spelling.

The tests include various types of training with missing letters. I conducted this training before the dictation (included words from the text in the test) and the quality of knowledge of the dictation remained lower than the test result.

Using tests in mathematics lessons.

The use of tested technologies in mathematics lessons cannot serve as the main form of monitoring the quality of student performance and it is often impossible to trace the logic of the student. Therefore, I use the tested material:

1. Development of skills in system analysis of the text of the problem using test items.

2. Test - one of the forms of work in preparation for the control examination of knowledge.

* Choose the action you need to solve each problem.

* Choose the right solution to the problem. The test includes those types of problems that can be proposed in the c / r and in which many mistakes were made in the previous test.

In my opinion, these test tasks are of a diagnostic and educational nature. Children are adept at using decision schemes and short notes, and clearly establish the number of actions. The quality of problem solving is improving. Other types of tasks develop computational skills, logical thinking, "speed of mathematical reaction".

Application of tested technologies in literature lessons. Give the teacher an opportunity to develop children's reading skills, check reading comprehension, but do not form the skill of

fluent and expressive reading. The tested material used in literature lessons activates the cognitive activity of students, increases interest in reading.

In the lessons of the surrounding world, I use different types of tested tasks: standard types and practical types of tested tasks. The tests are diagnostic and educational in nature.

Testing is inappropriate to use to determine the level of spelling, as it does not provide objective indicators. During the test, students memorize the part of the word in which they need to insert the missing letter. But in the classroom, they write words, sentences, texts, that is, the field of memorization is wider and students make more mistakes.

Checking notebooks allows students to identify gaps in the tasks given by the teacher, the mistakes made by students in solving examples, and to take measures to correct them in a timely manner. allows. Another way to test students' knowledge is to ask them a variety of oral questions. To do this, first of all, a system of questions is created by the teacher, which requires a logical sequence that explains the content of the topic, explaining the definitions, rules, uncomplicated conclusions. Students are asked questions on the topic and given a few minutes to think about the answer. A student is then asked. The whole class participates in the evaluation of his answer, and the floor is given to those who add to the answer or correct the error.

When 1-2 students are taken to the board, it is necessary to prepare an answer to the question given to each of them, to draw a diagram on the board, to write a short note, which makes it easier to tell the answer in a coherent way. Until these students have prepared their answers, the teacher should conduct interviews with the rest of the students, perform oral exercises, and ask them to state the rules.

Another way to test students 'knowledge is through written tests, which can take a short time of 10-12 minutes, and some can take 1-2 hours longer. Short-term written assignments are easier to dictate, essays, and essays in the second half of the lesson to test students' ability to read, listen, and comment on a variety of essays, and to complete assignments quickly. must be.

One of the important aspects of controlling students 'knowledge in primary school mother tongue classes is that mother tongue is a subject that shapes students' correct writing skills, reading and pronunciation rules. If students' knowledge is monitored in primary school mother tongue lessons, it is possible to check the level of knowledge of the student, the effectiveness of the quality of the lesson. This will allow the consciousness of every young generation to be educated as an important factor today.

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