UDC: 37.004
ANALYSIS OF THE DESIGN FEATURES OF COMPUTER TESTS IN THE MOODLE DISTANCE LEARNING SYSTEM
Gulomjonova M.[1]

Gulomjonova Mohidilkhon.[1] *Teacher of department of foreign languages, faculty of agro engineering and hydro melioration, Andijan Institute of Agriculture and Agro technologies, Andijan, Uzbekistan*

Abstract: Many organizations with a branch structure are transferring training departments to a distance form. The main problem that most often one has to face when introducing distance learning is the very implementation of the system. To go from the decision to launch this project to the start of its full-fledged work - you need a qualified IT specialist. But not every organization can afford to have it on staff. This problem is solved very simply - you need to hire a specialist for the period of the system launch.

Keywords: distance learning, individual learners, Web technology, foreign language, language learning, knowledge.

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A well-planned testing schedule is a good incentive that encourages students to work systematically throughout the semester.

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[1] Egamberdiyeva D.U. The account of individual features of students in the process teaching english language. International scientific journal. Economy and society. № 6(73) -s.: 2020.

Computer tests are well received by students. The advantage of computer testing is the automatic verification of the results and the elimination of the influence of the human factor. [2]

The Test element is most often used, in comparison with other elements of the distance learning course, to control the knowledge of students.

The Moodle learning management system provides a wide range of possibilities for building tests of various kinds:

- configurable number of test attempts;
- configurable time delays between attempts;
- choice of assessment method (in case of several attempts): highest / lowest score, first / last attempt;
- mixing both the questions themselves in the test and the answer options;
- training mode: the student will be able to answer the question several times in one attempt. It is possible to award penalty points for each wrong answer;
- customizable view of the results: what (your answer, points, comments, all answers, general comment to the entire test) and when (immediately after the attempt, later, but before the test is closed, after the test is closed) the student will be able to see ;
- customizable comments for the entire test, depending on the score received;
- custom comments for each answer option;
- custom comment for each question;
- test design based on a random selection of questions from categories.

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[2] Matkarimova G. Pronunciation training is based on methodological principles. International scientific journal. Economy and society. № 6(73) -s.: 2020.

The distance learning system expands the capabilities of the traditional form of education and can become a new and progressive stage in its development. This stage carries with it completely new methods and principles of teaching and is able to completely change the main paradigms, while not rejecting the old proven ways of teaching.

In traditional forms of education, any test of a student's knowledge is carried out solely in order to help him identify gaps in his education and adequately assess his level of knowledge. However, when we start to consider distance learning as a method of training qualified specialists equivalent to traditional education, then the eternal problem of control of knowledge and skills for the education system can arise in the distance education system. After all, the recognition outside the educational institution of the diplomas and certificates issued to them primarily depends on how much real knowledge their owner has. Moreover, the very form of distance learning significantly complicates the full control of knowledge, due to the diversity in space, and sometimes in time of the student and the teacher. Advantages of the knowledge control system in the distance learning system:

1. Objectivity. The factor of subjective approach on the part of the examiner is excluded. The results are processed through a computer;
2. Democracy. All examinees are on an equal footing;
3. Mass character and short duration. The ability to test knowledge of a larger number of examinees within a certain period of time..

With the use of knowledge control in the distance learning system, as well as in the traditional form of education, many issues are associated.

Such a system is sometimes used by teachers, where a student, in order for him to be credited with a course, needs to attend a certain number of lectures and workshops or work out laboratory work. This approach would be the easiest to implement. But the disadvantage of this approach is obvious: it is the lack of a guarantee that the student really gets the knowledge he needs from the classes he attends.

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Another approach is based on the identification of the student's competence in the studied subject, i.e. what matters is not how many classes the student attended, but how well he understands the material and knows how to use it. It is this approach to knowledge control that is most often used in the distance education system.

Using the second approach is more progressive. However, the competency-based approach introduces many new questions. For example, how to check competence? There are three possible approaches, corresponding to the search for answers to questions:

a) What do you know? Here competence is the presence of only theoretical knowledge;

b) what can you do? Here, competence is, first of all, the ability to apply one's knowledge in practice;

c) what have you already done? Here, competence is knowledge and skills that have already been tested in specific works;

Of course, in practice, a complex is usually used that combines the features of all the above approaches, but it is more convenient to consider separately the possible methods of carrying out the process of identifying competence with these approaches, as well as the problems associated with them.

The first approach, i.e. verification of theoretical knowledge, allows the use of various methods. Typically, multiple choice is used (choosing the correct answer from several options), easily automated, but applicable only in a narrow range of testing tasks, as well as a detailed answer that requires the participation of an expert to assess the correctness, but is suitable for any task. To obtain objective results with a remote examination, it is nevertheless required that the answers are given in real time;

The second approach, i.e. test of practical skills in relation to distance learning usually faces the problem of modeling. In real training, practical skills are often worked out and tested directly (i.e. physically), and if this is impossible, it is

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usually modeled on various kinds of stands, simulators, and laboratory installations. In distance learning, for some of them, it would be quite possible to use a system when the student demonstrates practical skills while at home, but under the visual control of the teacher, if this does not require any special material or technical means. Otherwise, you will have to create software models that the student will manage.

The third approach, i.e. the performance of any large work by the student is complex, since it demonstrates knowledge and skills. Here the main problem is the lack of guarantee that the work was performed by this particular person, if the progress of the work itself is not controlled, but only its results are provided.

In all three approaches, and especially in the last one, an important point is the need to present to the student not standard tasks for which there are ready-made answers, but complex research tasks that require the demonstration of all knowledge and skills from the area being tested. Of course, such assignments can be a problem for teachers, since both the development and testing of such tests is much more time-consuming task than writing multiple choice tests.

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