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Methodology for the Development of Testological Competence of Professional Education Educators through Distance Learning

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Abstract: In the planning of the topics of the modules, it is necessary to set the purpose of the lesson corresponding to the development of testological competencies, to consider the content of existing didactic materials, pedagogical activity, educational management method, educational method, tools, assessment of the result of training and the processes of ensuring efficiency as an integral system. It is also necessary that the chosen teaching method, regardless of whether each training is theoretical or practical, embodies the age nature, Specialization, available knowledge base, subject content, coverage of the learners. This article reflects on the application of educational methods and author's technology and its advantages, which are used in the development of testological competence of professional education educators in distance learning.

Keywords: distance learning, credit-module, modular education, educational technology, problem learning, Creative time technology, Mentall discussion method, analogy, design, creativity, Kahoot, iSpring Quzmaker.

In the planning of the topics of the modules, it is necessary to set the purpose of the lesson corresponding to the development of testological competencies, to consider the content of existing didactic materials, pedagogical activity, educational management method, educational method, tools, assessment of the result of training and the processes of ensuring efficiency as an integral system. It is also necessary that the chosen teaching method, regardless of whether each training is theoretical or practical, embodies the age nature, Specialization, available knowledge base, subject content, coverage of the learners. Usually in advanced training courses, educational processes are carried out in theoretical – lecture, practical – practical assignment and independent forms of Education. In adult education, taking into account the experience, knowledge, skills available to them, as well as the fact that testological competence requires more practical activities, more practical tasks and the use of independent forms of Education have some convenience when working with them. Because practical tasks and independent education are favorable conditions for the audience to apply creative fantasies, creative fantasies on the processes of Planning, Analysis, Assessment, inference of the test, in which the structural components of testological competence are calculated.

Methods such as “Mental discussion”, “problem teaching”, “cluster” were used in the organization of theoretical training. Because educators have a personal opinion, are considered a form of education with education, albeit partially on the topics that are passed on in the modules.

Practical training classes, on the other hand, were organized together with high-performance methods such as “design”, “problem teaching”, “analogy”, making the most efficient use of non-traditional teaching methods “Mental discussion”, which is considered creative-time author's educational technology as well as the method that is part of it.

In the development of testological competence of professional education educators, the use of the design method pays off well, since it is the implementation of the assessment of educational results that requires the design of education in the sequence of preliminary planning, implementation and evaluation of results. In its place, the project method is one of the techniques that can be used in all forms of Education, which serves to promote professional as well as testological competencies by encouraging practical activities. When applying the project method, a creative environment is formed in the group in a natural way on its own, a favorable environment for the development of creative ideas, discussion is created, allowing an absolute approximation of the educational process with the life situation. At the same time, it is able to ensure the use of both general and additional resources related to testological competence, and the integration of direct foreign experience, not only from existing educational, didactic tools in the process of professional development.

The problem teaching method is an important place in the development of creative solutions to problems related to improving the activity of the audience in the educational process, pedagogical activity and professional competence. Especially the problems related to the assessment of students ' competencies using various methods and means, its effectiveness and the testological competence of the teacher are interesting and constantly relevant issues for them. The requirements for integrating the criteria of the international PISA-VET, World Skills programs in the assessment of professional training of graduates in our country, the requirements for organizing the assessment of professional training of students in accordance with foreign requirements, creative solutions to problems related to the elimination of existing didactic, material and technical support can be developed using this method.[1]

An analogy method involves either developing solutions to a given problem as a copy of it, or preparing an analogue of solutions suitable for a given task. This method works well when developing testological competence, organizing the use of test lessons from assessment programs such as PISA-VET, PIRLS, ICIL, preparing test assignments that meet the requirements of international assessment criteria. Because the participation of our country in international assessment programs requires the formation and development of the skills of students of professional education to perform such test tasks. This indicates that it is necessary for educators to develop analogues of test materials used in international assessment projects and to implement them in educational processes.[2]

One of the educational technologies aimed at creating innovative ideas is the “design-thinking” technology, which is based on a deep understanding of the problem, general analysis and the formation of an idea. The application of this technology in the educational process is carried out in five stages.[3]

1.Understanding is an existing problem, understanding the factors that affect it, forming and sorting out a database of problems. The main step in the implementation of technology is carried out at this stage, and the audience is asked the cause of the problem and exactly why it is given as a problem. Questions to the audience should be aimed at finding a solution to it at the end of the activity.

2. Attention or focus involves developing solutions to each of the given problems in the case of small problems. Small problem solutions given to groups are listened to, and in finding a solution to a problem that is being judged to have no solution, the audience is required to innovate design-thinking.

3. During the idea phase, the unconventional solutions found above are converted to an idea, and other groups undergo brief Q & A to implement this idea through a mental attack. In the end, the most optimal idea is formed, generalizing several ideas.

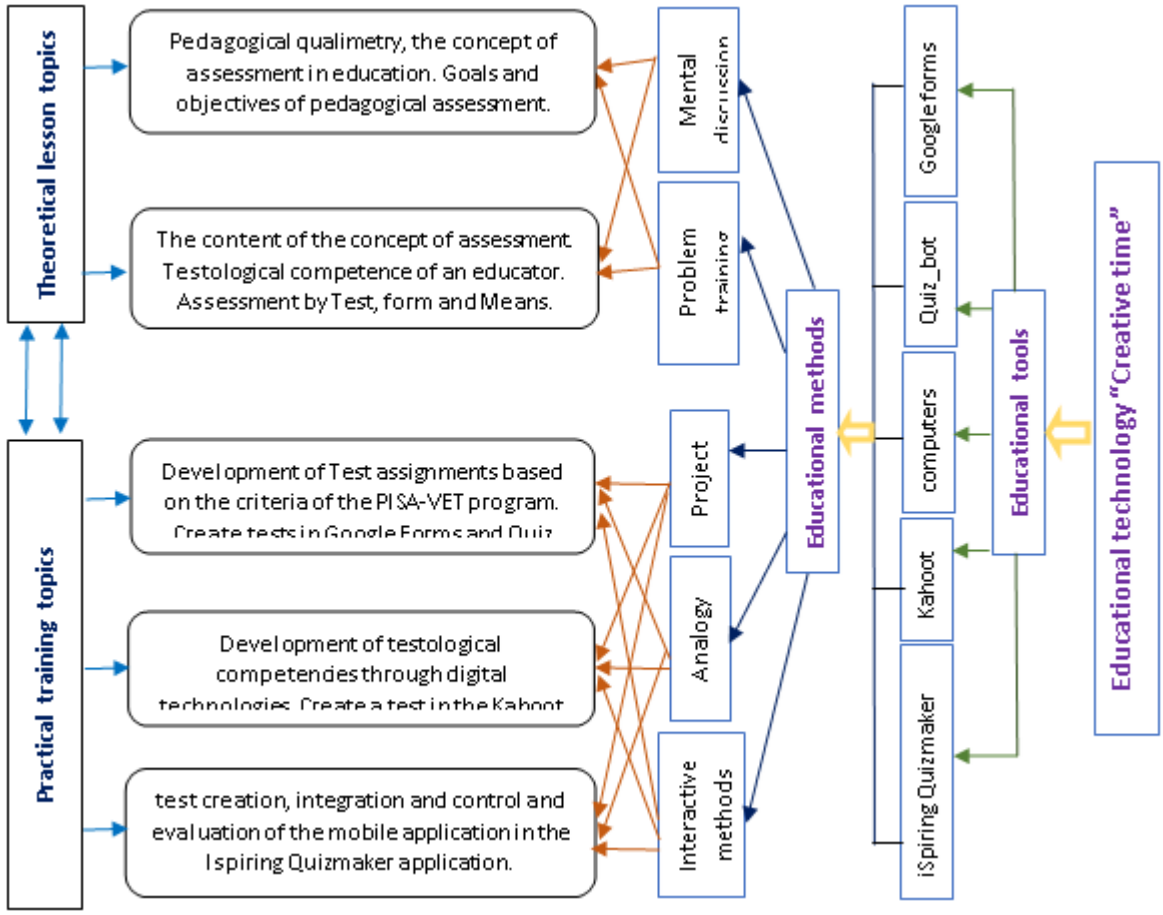
4. Design - at this stage, the audience prepares a project of an idea-based problem solution and seeks to implement a solution based on an analogue of the problem.

5. Monitoring i.e. in the test stage, the results of the above four stages are evaluated and a general conclusion is reached.

This technology has been used in many foreign countries, in various specialties. Because in the educational process, only teacher activity is not a subject-object process, but it occupies an important place in the formation of a subject-subject attitude of listeners to independently think about the problem, develop solutions, choose a suitable option among them, and, if necessary, demonstrate their solutions through presentations.

“Creative-time” educational technology-serving to develop the testological competence of educators in the process of distance learning, it consists of interconnected stages, practical methods and a set of practical tasks arising from the age characteristics of the audience.

1-table. Methods and tools used in the “Creative time” educational technology of teaching the module “methodologies for evaluating student competencies”



This technology is an educational technology based on competency, personality-oriented and gamification approaches that encourage listeners to actively participate in the process of

professional development, requires the acquisition of in-depth knowledge of the subject, the use of assessment types, methods, knowledge of testology, adherence to such principles as consistency, validity, profitability in the development of test assignments. The main features of this technology include:

1. Activism: helps skill-makers to actively participate in the educational process, to apply their acquired knowledge directly in practice, to freely express their views on the development of test assignments, to further expand their testological knowledge, to engage in active relationships in the performance of test assignments to those prepared by the members of the group.

2. Communicativeness: listeners communicate with each other at a distance, ask questions and receive answers through chat, which develops their skills in language and communication, working with information, using digital technologies.

3. Creativity: manifests itself in the interpretation of Test types and tools, in the formulation of their ideas in distinguishing the optimal type from them, in the development of test assignments, in the use of digital programs, painting, animation, various innovative elements and in the promotion of unconventional ideas about testological competence.

4. Critical analysis: listeners critically analyze the opinions of the group members while advancing their ideas in the processes of drawing up, performing tests, raise objections, which increases their critical thinking ability.

5. Creating a competitive environment: listeners develop teamwork skills in yanda by learning to listen to each other, respect thoughts. Also, the performance of test tasks developed by each listener causes the formation of an atmosphere of mutual friendly competition during the analysis process.

Creative time educational technology is one of the technologies developed on the basis of the study of interactive educational methods, technologies widely used in the educational system of Uzbekistan and their integration of various parts, adaptation to distance education, adult education. This educational technology was developed as an author's technology without olga, taking into account the features of distance learning, ease of use, compatibility with module and subject characteristics, as well as other aspects. "Creative time" educational technology is developed with the aim of ensuring active participation of the audience in the educational process, integration of international assessment programs, foreign educational programs, the objectives of the application of the technology are as follows:

1. Pedagogical experience sharing: the main purpose of the educational technology offered by us is to determine the basic knowledge base available to the learners, the level of formation of base competencies, mutual assessment among the audience, ensuring the exchange of experiences related to the development of test assignments. During their activities, the test creates conditions for them to freely express their views on bahalsh, listen to and discuss each other's opinions.

2. Increase in the activity of andragogs: in the processes of training, andragogs perform the role of a student for a while, and there are cases when they are not always actively involved in the educational process. And the fact that this technology is inextricably linked with cellular communication, social network and other digital programs encourages them to increase their activity, to fight for their opinions, while giving opinions on problems from a professional point of view.

3. Development of critical thinking: members of each group perform a critical analysis along with creativity when analyzing test types and also in the process of listening to other Group thoughts, critical analysis skills develop in them. They make opposing views to those expressed by the groups during training sessions, as well as substantiating these views.

4. Development of self-assessment and satisfaction: “Creative time” educational technology develops further development skills in each participant by critically analyzing their activities, enhancing their knowledge assessment skills, while working on their own to overcome their self-satisfaction or existing shortcomings. They also increase the passion for personal initiative in professional development, promotion of creative ideas, application of digital technologies in activities.[4]

Teacher activity: in adult education, it is advisable for the teacher to carry out activities with them, sometimes in the form of Democratic, sometimes liberal management, since they are the type of learners who are formed as individuals, have pedagogical experience and are adapted to a friendly environment rather than management. Initially, the teacher expresses short opinions about the concept of assessment, types of tests, tools, testological competence. The teacher also forms the effective cooperation of the audience in the educational process, performing the functions of expert observation, analysis, verification, conclusion, recommendation, suggestion, feedback, tyutor or mentor – “assistant”, “guide”. The purpose of this technology, which introduces the sequence of activities carried out in it, regularly monitors and coordinates, evaluates their activities while forming small groups with the aim of properly directing the intended purpose from training. Supports the activities of each group in the process of discussing and evaluating the solutions obtained. At the end of the lesson, analyze the results of the work of the groups, draw a general conclusion and make recommendations for future activities.

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