

Examples Of Drawing Up Tests From Drawing And Engineering Graphics

Umrzaqov Behzot Buronovich¹, Bo‘tayev Ahmadali Ashirovich²

¹*Kokand State Pedagogical Institute*

²*Researcher of Kokand State Pedagogical Institute*

Annotation. This article presents examples of drawing up tests from drawing and engineering graphics.

Keywords: test, drawing, test exercises, control.

Introduction

It is difficult to list and end the achievements in our republic. But we cannot yet say that the tasks set for the field of Education have been fully completed. Currently, it is necessary to develop and implement methods of effective use of pedagogical and information technologies in each subject of study based on the nature of this subject. We will also try to briefly describe below the state of application of advanced pedagogical and information technologies in teaching drawing in general secondary schools today.

First, let's get acquainted with the content of knowledge acquired and acquired by teachers of drawing science operating in general secondary schools in pedagogical technologies. First, let's get acquainted with the content of knowledge acquired and acquired by teachers of drawing science operating in general secondary schools in pedagogical technologies. The pedagogical analysis of meetings, conversations and training sessions held with most of the teachers of this discipline serves as the basis for emphasizing that the general picture in this regard, as below, prevails.

First of all, it can be noted that almost all drawing teachers have certain concepts about pedagogical technologies. In their unanimous opinion, pedagogical technology is such a Department of general pedagogy that it is engaged in the design of continuing education, the process of repetitive education and upbringing characteristic of its stages. The project expresses a purposeful mixture of didactic content, methods, principles and means that have a different effect

on the mind, body and psyche of the educational person, and the procedures for monitoring the results of the indicated effects.

The understanding of pedagogical technology in such a content is finding its expression among teachers in such works as:

preliminary determination of the results of the educational process in the form of goals, strict determination of the result of each goal, one-to-one mutual adaptation of the pedagogical goals of the teacher and the student, the division of the educational process into specific parts at a high level, the algorithmization of the student's activities, the preliminary assessment of information, achieving that the educational process is fragmented by intermediate goals and that these goals are coordinated with the final results, achieving a clear and conciseness of the results achieved by the student in intermediate assessments, the widespread use of the results of the current assessment in editing the stages of the educational process as a tool, and not the mistakes made by his, perhaps to achieve the orientation towards changing the approach in the organization of the educational process organized in relation to each student, the choice of the method of organizing the educational process and the possibility of its replacement, the widespread introduction of interactive methods into the educational-educational process, the creation of a pleasant psychological atmosphere for the educational-educational process, the achievement

To draw up a test from a drawing, the most important ones are selected from within the questions that can be asked on each topic. A well-

structured test task directs the student to think and work out the knowledge he has mastered and answer. Test tasks should be simple and understandable enough to give the reader the opportunity to show his knowledge.

Test assignments can take the following forms:

1. Closed tests with one correct answer.
2. Open tests consisting of a sentence in which one word is dropped.
3. Tests to determine the correct sequence.
4. Tests aimed at understanding the drawings and so on.

Most closed tests will consist of several answers. One of these answers is correct, the rest is similar to the correct one, but will be incorrect. The number of answers offered can be from two to five or more (2).

The main task of applying tests with two answers is to check the student's level of knowledge at a short time as early as the first test tasks.

Examples of tests with two answers can be given as follows:

- In Parallel projection, the projection beam is mutually parallel.

A) Yes; B) no.

(Answer: A)

The advantage of tests with two answers is that it is convenient to conduct tests on a computer using them. They can be used orally, in quick control. A higher chance of finding the correct answer(0.5) and a lower assessment accuracy are the disadvantage of two-answer closed tests.

In three-answer closed test tasks, however, the chance of finding an exact answer is 0.33, and in four-answer closed test tasks, the chance of

finding the correct answer is 0.25. It would seem that as the number of answers increases, the likelihood of finding the right answer decreases.

The probability of finding the answers correctly in five-answer closed test tasks is 0.20, but it is not easy to compose such tests. The reason for this lies in the fact that it is difficult to choose incorrect answers that are closer to reality and are similar to each other.

An example of a closed test with one correct answer can be given as follows:

- What is the part of the circle bounded by the vatar and the arc called?

A) Sector; B) segment; C) part of the Circle; G) part of the Circle; D) arcuate vatar.

(Answer: B)

The reason why this test task is called "closed" is that the reader, instead of giving his answer, chooses the correct one in his own way from a number of given ready-made answers. However, there may also be several correct answers in closed test tasks.

An example of a test consisting of a sentence in which one word is dropped is given below:

- In isometric projection, the angle between the axes will be equal to ...

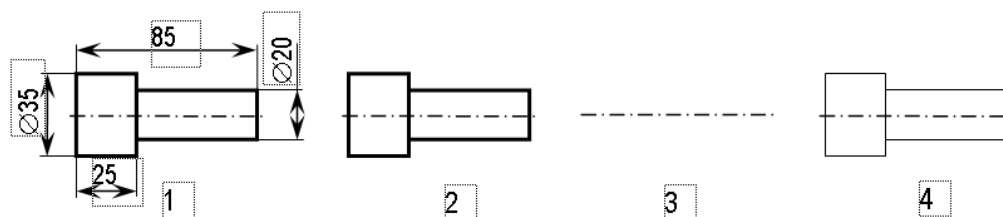
A) 100 IN A ROW; B) 30 IN A ROW; V) 9 IN A ROW; G) 120 IN A ROW; D) 60 IN A ROW.

(Answer: G)

The following example outlines a test to determine the correct sequence when drawing drawings:

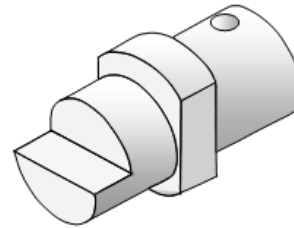
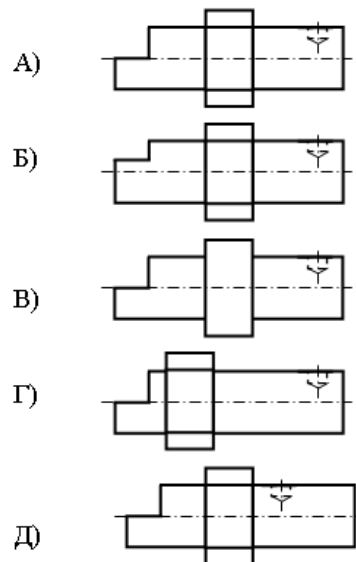
- In which answer is the order of drawing the following drawing correctly expressed?

A) 3,1,2,4; B) 1,2,4,3; V) 3,1,4,2; G) 3,4,2,1; D) 2,4,1,3.



(Answer: G)

- An example of a test aimed at drawing down drawings:
- In which answer is the drawing of a given detail with a vivid image shown?



(Answer: A)

The more answers in the Test assignment, the less likely you are to accidentally find the correct answer. In practice, the use of tests with assignments with five answers is considered sufficient.

Open test tasks from this resource have a number of advantages. It does not have the opportunity to easily find the right answer, but in

this the range of assessment of students' knowledge is quite limited.

Open test tasks can have a facet shape.

In the facet-shaped open test task given below, it is necessary to compose a sentence by finding a base phrase or words instead of points and erasing the excess words in the second column.

..... using	without detachable rubber detachable rubber indispensable	a compound is formed.
-------------	--	-----------------------

(Answer:

Instead of points in Column 1, the words "bolt, Nut, puck" are written;

The words "integral without rubber" and "integral" in Column 2 are deleted).

From one Test task with a facet shape, it is possible to form their "family". In doing so, students solve tasks with different variables (base phrase) of the same type. As a result, mutual resettlement, telling and other negative situations between students are prevented. Students try to independently solve the tasks assigned to them on their own.

In test tasks intended for regulation, the sequence of execution of drawings should be determined.

Below is an example of a test assignment intended for regulation.

• In what sequence is the execution of a detail sketch carried out?

A) set dimensions;

B) perform the necessary cuts and cuts;

C) analysis of the geometric shape of the detail and identification of its head as well as other manifestations;

G) execution of views;

D) scale selection and drawing component determination;

Ye) to hover over the lines of the images based on the line types.

(Answer: V, D, G, B, A, Ye)

Based on observations from recent years, we can say that a blind approach to determining the answers to tests by one category of students, cases of risk-setting of an optional one, are being experienced. As a result, the possibility of an objective

assessment of their knowledge remains unclear.

In such a situation, we consider it appropriate to use an open test method when assessing students' knowledge.

Open test tasks can be in the form of an interrogative sentence or an interrogative

The following example provides an example of an open test assignment.

Find the name of the conditional character expressed in the image.



(Answer: slip bearing)

Open test assignments are used in programmed learning. Due to the fact that the desired answer can be given, open test tasks are inconvenient to conduct test control on a computer.

REFERENCES

1. Тохиров, У. О., & Турсунов, Ж. Э. (2012). Вопросы формирования методологических, когнитивных и креативных качеств учащихся. In Педагогика: традиции и инновации (pp. 112-113).
2. Raxmonov, X. T. (2018). SUBSTANTIATING THE PARAMETERS OF CLOUDS-DESTRUCTING BODY OF THE INTEGRATED ASSEMBLY. *Scientific-technical journal*, 1(2), 127-130.
3. Sotvoldiyev, E., Khamdamova, V., Ibragimova, M., & Usmanova, M. (2020). PREPARING STUDENTS FOR BUSINESS ACTIVITY IN SCHOOL TECHNOLOGY CLASSES. *European Journal of Research and Reflection in Educational Sciences*, 8(2), 1-4.
4. Ibragimova, M., Yusufkhodjaeva, F., Sattorova, D., & Sotvoldiyev, E. TECHNOLOGY OF USING INTERACTIVE METHODS IN SCHOOL EDUCATION.
5. MUBINAKHON, I., & ANASKHON, I. M. The Importance of Using the Ict to Increase the Efficiency of Education. *JournalNX*, 7(1), 106-108.
6. Юсуфходжаева, Ф. М. (2018). Тарбия усулларини тўғри танлашнинг таълим жараёнидаги ахамияти. *Современное образование (Узбекистан)*, (1), 52-59.
7. Юсуфходжаева, Ф. (2018). ОСНОВЫ ОБРАЗОВАТЕЛЬНОЙ ПРАКТИКИ ПЯТИКЛАССНИКОВ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛ. *Актуальные научные исследования в современном мире*, (5-6), 44-46.
8. Sobirovna, U. M., & Irodaxon, T. (2022). TECHNOLOGIYA FANI MASHG'ULOTLARINI SAMARALI TASHKIL ETISH METODLARI. *PEDAGOGS jurnali*, 21(1), 41-44.
9. Ибрагимова, М. Г. (2011). Факторы морально-нравственного ориентирования учащихся профессиональных колледжей на предпринимательскую деятельность. *Молодой ученый*, (12-2), 99-101.
10. Tojiyevich, R. X., Juraevich, X. A., & Toshpo'latovich, Y. O. (2022). Theoretical Justification Of The Dimensions Of The Working Part Of The Combined Aggregate Cutting Grinder. *Journal of Positive School Psychology*, 6(9), 3663-3667.
11. Toshpulatovich, Y. O. (2021). SCIENTIFIC AND TECHNOLOGICAL BASIS OF POTATO DEVELOPMENT. *Galaxy International Interdisciplinary Research Journal*, 9(12), 296-300.
12. Юлдашев, О. Т. (2018). Умумий ўрта таълим, олий таълим тизимида меҳнат таълими дарсларини ташкил этишида интеграция жараёнининг ўрни. *Современное образование (Узбекистан)*, (1), 35-43.
13. Zapparov, A., Rakhmonov, K., & Isakova, Z. (2021). Modular Teaching Technology In Technical Sciences Application Methodology. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(3),

14. Бутаев, А., & Абдурахманов, Ш. (2011). Развитие критического мышления через пространственное представление и техническое рисование. Молодой ученый, (11-2), 151-154.

15. Farruxovna, B. G., & Ashirovich, B. A. Pedagogical and Psychological Factors in the Membership of Individual Interest in the System of Continuous Education. JournalNX, 7(04), 388-391.

16. Jurayevich, H. A. (2020). Some issues of directing students for independent scientific research. ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL, 10(12), 1314-1317.

17. Usmonovich, O. B., & Qizi, O. D. B. (2021). FORMATION OF INFORMATION LITERACY IN PRIMARY SCHOOL STUDENTS. World Bulletin of Social Sciences, 2, 122-123.

18. Olimov, B. U., & Olimova, D. B. (2020). ORGANIZATION OF MENTAL ARITHMETICS COURSES FOR EARLY CLASS STUDENTS IN SCHOOLS. Theoretical & Applied Science, (2), 522-524.

19. Eminjanovna, S. G. (2021). The role of national music in education of youth. ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL, 11(2), 1285-1288.

20. Ikramova, M. (2022). SPECIFIC CHARACTERISTICS OF USING MODERN EDUCATIONAL TECHNOLOGIES AND METHODS IN TRAINING FUTURE TEACHERS OF TECHNOLOGY. Emergent: Journal of Educational Discoveries and Lifelong Learning, 3(9), 1-4.

21. Usmonovich, O. B. (2021). ORGANIZATION OF TECHNOLOGY LESSONS IN SECONDARY SCHOOLS. Galaxy International Interdisciplinary Research Journal, 9(6), 359-361.