

USE OF NON-STANDARD TESTS TO ASSESS STUDENTS' KNOWLEDGE
IN GEOGRAPHY CLASSES.

Meliboyeva Feruza Solijonovna

*Senior teacher of the Department of Geography and Basics of Economic
Knowledge of the Kokand State Pedagogical Institute*

Muxammadaliyeva Dilnozabonu -Student

Annotation: *This article discusses the importance and effectiveness of using standard and non-standard tests in the assessment of students' knowledge in geography classes. Samples for non-standard tests on the subject "Natural geography of continents and oceans" for the 7th grade are presented.*

Key words: *non-standard tests, standard tests, integrative tests, adaptive tests, objective tests.*

Currently, the reforms implemented in our country serve to develop the development of our country. We can get acquainted with the laws and decisions of the President, which are intended to be implemented in this regard. In particular, the "Uzbekistan-2030" development strategy of the President of the Republic of Uzbekistan mentions further development of the education system and implementation of new ideas in the field of education. In the first paragraph of this strategy, we can see several goals of educational system reforms. For example, the second goal of the strategy is to implement the program "Convenient environment for education" in the general secondary education system. On this basis, to launch free buses for 715 general secondary educational institutions located in remote and remote areas, and to fully equip general secondary educational institutions with clean drinking water and modern sanitation and hygiene infrastructure. a number of tasks such as providing. We can see that the third goal of the strategy is to bring the general secondary education system to a new level. [1]

The importance of non-standard tests in teaching geography classes in schools and universities is very high. Therefore, our use of non-standard tests during these lessons will have a good effect on improving the knowledge and skills of students. Non-standard tests, unlike standard tests, serve to increase students' knowledge, to fully master the subject of the lesson, and to fully evaluate and control their intellectual potential and skills. Non-standard tests are such tests that provide an opportunity to form skills in the student by identifying the level of knowledge of the students, as well as gaps in the



information obtained on the subject and filling them. Non-standard tests are divided into groups that differ from each other in terms of content, essence and level of difficulty.

1. Integrative tests;
2. Adaptive tests;
3. Criteria-target acquisition tests.

Integrative tests are considered test tasks that increase in complexity in terms of integrated content and form, and allow to make a generalized final conclusion about the level of training of a graduate of an educational institution. That is, these tests are counted as the tests change and grow according to the level of difficulty.

Adaptive tests are automated, allow for an individual approach to students, and consist of instructions on the content of the task, the order of execution, the rule, the score that the student can get as a result of completing this task, and summarizing the test results. The main group of adaptive tests is pyramidal by organizing adaptive tests, according to the purpose of use: moderate weight, mixed according to the student's choice, only difficult level can be from the task bank.

Standart-targeted tests are conducted in order to determine the general level of preparation of students, the quality of teaching of this course, the pedagogical skills of pedagogues, and the effectiveness of the educational process. To create these test tasks, first of all, the content of the training course is analyzed on the basis of DTS, knowledge, skills and competencies are determined, a set of tasks is created to determine them, these tasks are turned into test tasks and a test is conducted. a conclusion is prepared regarding the level. Gaps in students' knowledge are identified and ways to eliminate them are identified through standardized tests.[2]

In the process of teaching the natural geography of continents and oceans in schools, it is appropriate to create many non-standard tests and use them. We can give examples of the following tests for use in the course of the lesson.

1. Match the answers to the terms below.

1	Throat	A	Stands out as part of the ocean. Their borders are defined by islands, peninsulas and other objects.
2	Ocean	B	A body of water that connects oceans, seas or lakes with each other.
3	Sea	C	A waterway connecting two water environments.
4	Armpit	D	The parts of the world ocean between the continents have been formed in different ways in different periods.
5	Channel	E	The part of the oceans that penetrates to the interior of the land.



2. Write "yes" or "no" answers in the last box using the information given below.

1	According to scientists, the term "ocean" means "shoreless sea".	
2	61% of the Southern Hemisphere is covered by water.	
3	There are 69 seas in the world ocean.	
4	The world ocean was divided into 5 oceans in 1953.	
5	In the oceanic hemisphere, 90.5% of the earth's surface is covered by water.	

3. Align the following information with each other by directing (arrow).

1917 year

1845- year

1650-year

1960-year

1920- year

Varenius divided the world ocean into 5 parts in his "general geography".

The waters of the ocean have been explored in depth

Jean Picard conquered the Mariana Trench

Y. M. Shokalsky introduced the term "World Ocean" into science

The London Geographical Society divided the world ocean into 5 parts

4. Find the correct ones from these data.

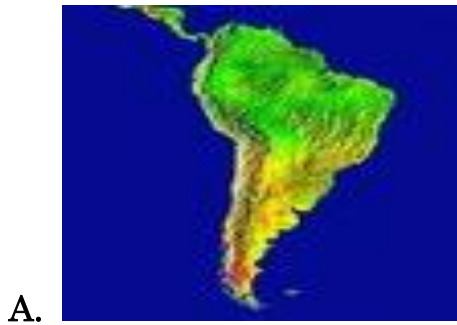


Do tests with similar characters

The thickness of the geographic crust is around 30-35 km and it is considered a complex system. It has 3 important features.	
Now there are more than 2900 port cities on the shores of the world ocean, they are important in sea transport.	
The 1st feature of the geographic crust is that it is constantly exchanging matter and energy.	
In the 3rd century BC, Erostrhenes accurately calculated the size of the earth. He made one of the first maps of the world.	
Red ocean clay covers 25% of the world's oceans.	

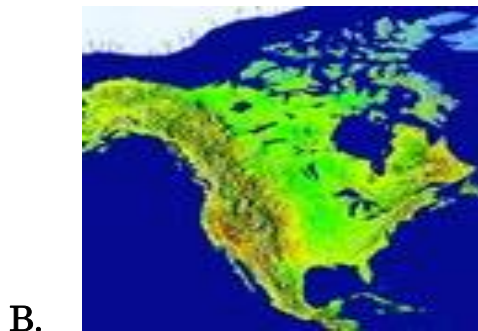


5. Combine the information specific to each continent with pictures.



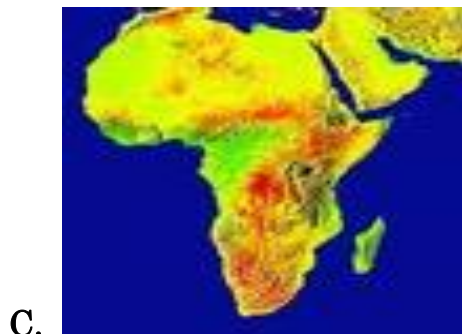
1.

This continent is larger than other continents and takes the 2nd place in terms of size. Climate regions and natural zones are repeatedly located on the continent in both latitudes.



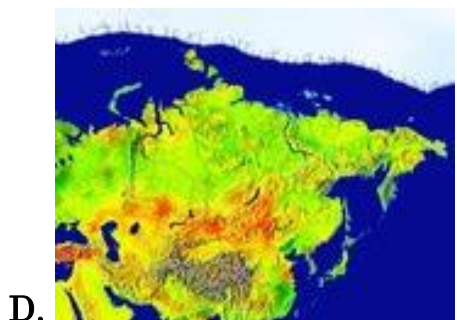
2.

There are 2 active geosynclinal regions on this continent. Permafrost ranks first in terms of land area. It occupies 1/3 of the land area of the earth.



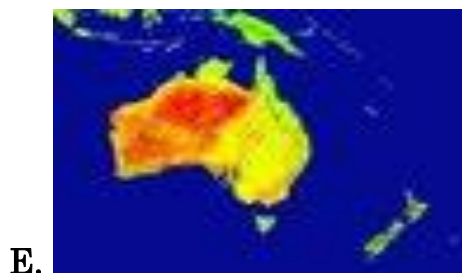
3.

It is the driest and least populated continent. It is located entirely in the southern hemisphere. In the geological past, it was a part of the Gondwana continent.



4.

According to the size of its area, it is the 3rd continent on our planet. Plains occupy a large area on the surface of the mainland. Mountains occupy 1/3 of the land area.



5.

The continent with the largest river basin and the highest active volcano. The entire continent is located in the western hemisphere.



6. Enrich the following information with the omitted words.

1. The European term is derived from the ancient words Yerep - west, and the Asian term Osu - east.

2. The continent of Eurasia was formed from the breakup of the ancient continent of Laurasiayears ago.

3. In 1909, the Croatian scientist Andrii Mohoroviciich determined the boundary between the Earth's crust and ...

4. According to A. Wegener, approximately years ago, the single continent of Pangea broke up, and gradually the relief of the current continent and ocean floor began to appear.

5.— geosystems consisting of the same relief type, the same climate, and the same natural components and formed under the influence of their interrelationship.

6. In the world's oceans, oil and gas are mostly extracted from the Persian Gulf, as well as from the coast of Venezuela, from, from the Gulf of Mexico.

Words: Lower mantle, 65 million, Phoenicians, Black Sea, upper mantle, 200 million, landscape, North Sea, 150 million, natural environment

Answers: Phoenicians, 65 million, upper mantle, 200 million, landscape, North Sea.

In conclusion, it is necessary to say that it is possible to organize the lessons meaningfully while keeping the students interested by using different methods during the lessons. Non-standardized tests are many and varied and can be used depending on the subject. Non-standard tests are important in evaluating students' knowledge, arouse great interest in them, develop creative thinking, logical and systematic thinking skills.

REFERENCES:

Бердиев, Ғайратжон Хасанбоевич, and Феруза Солижонова Мелибоева. "СУВ РЕСУРСЛАРИДАН ФОЙДАЛАНИШНИНГ ТРАНСЧЕГАРАВИЙ МУАММОЛАРИ." *Интернаука* 10-4 (2017): 29-31.

Мелибоева, Феруза Солижонова, and Ғайратжон Хасанбоевич Бердиев. "СУВ ТАҚЧИЛЛИГИДА СУҒОРИШ УЧУН ОҚАВА СУВИДАН ФОЙЛАНИШ ИМКОНИЯТЛАРИНИ БАХОЛАШ." *Интернаука* 10-4 (2017): 31-34.



Мелибоева, Феруза Солижоновна. "ФАРҒОНА ВОДИЙСИ СУВ
РЕСУРСЛАРИ ВА УЛАРНИНГ ХАЛҚ ХЎЖАЛИГИДАГИ
АҲАМИЯТИ." *Интернаука* 10-4 (2017): 34-36.

Мелибаева, Феруза Солижановна, and Баходир Асамович Камалов.
"Оценка возможности использования канализационных сточных вод для
орошения при нехватке оросительной воды." *Europaische Fachhochschule* 1
(2016): 3-6.

Мелибаева, Ф. С. "Распространение инфекционных заболеваний в
кишлаках юго-западной части Дангаринского района Ферганской
области." *Материалы республиканской конференции “Актуальные вопросы
охраны окружающей среды Узбекистана”*. Самарканд. 2013.

Meliboeva, F. S. "GEOGRAPHICAL FEATURES OF MANUFACTURING
AND HUMAN HEALTH." *Экономика и социум* 2-1 (93) (2022): 73-76.

Meliboeva, F. S. "MANUFACTURING IMPACT ASSESSMENT ON
HUMAN HEALTH." *BARQARORLIK VA YETAKCHI TADQIQOTLAR
ONLAYN ILMIY JURNALI* 3.12 (2023): 113-115.

Meliboeva, F. S. "DISEASES CAUSED BY ENVIRONMENTAL
POLLUTION IN THE KOKAND OASIS." *BARQARORLIK VA YETAKCHI
TADQIQOTLAR ONLAYN ILMIY JURNALI* 3.12 (2023): 116-119.

