Valitova L.R.**Student's cognitive activity and linguodidactic testing***FSBEI HE Orenburg State Agrarian University
(Russia, Orenburg)**doi: 10.18411/sr-10-02-2020-36**idsp: sciencerussia-10-02-2020-36***Abstract**

The article discusses the theoretical justification of the didactic testing process, as well as questions of its appropriateness for the effective organization of the learning process.

Keywords: Didactic test, cognitive activity, stages of testing, pre-test, approbation.

The process of informatization is characteristic of the development of modern society. A computer test technique is a natural trend today.

So, in 2004, the Orenburg State Agrarian University introduced an electronic system for conducting an examination session for 1-2 courses as new forms of monitoring students' knowledge. To date, this control system meets the requirements of themselves. Tests offer great opportunities for organizing the learning process. In accordance with the definition of V.A. Kokkota, an integrated approach to tested rear tasks with certain criteria, this allows to identify both language and speech abilities and skills [1,127 p.]. We are building strategic experimental work in accordance with this definition. Located on didactic tests S. Avanesov [2, p. 14], L.I. Dyachenko [3, p. 208-209], I.A. Tsaturova [4, p.180-183] and others. It is believed that the test is a specific form of control, a justified need for a variety of choices, and therefore it is more objective and convenient for verification. However, multiple-choice questions are only one of almost 30 test methods, as well as open-ended questions, closed testing, comparison of exercises, summing up, translation, dictation, composition, etc.

The test technique helps the student in transition from the object to the subject of the learning process, because linguodidactic test is a comprehensive multifunctional educational task that contributes to the activation of cognitive activity of students, the development of dialectical thinking, intellectual skills, ensuring the establishment of a trajectory of assimilation of knowledge, broad skills, determination of the content of personality-oriented learning.

During the linguodidactic testing of students by experimental groups, we adhered to the following stages of teaching work: 1) interpretation of the diagnostic learning objectives; 2) development of standards for the full assimilation of knowledge; 3) the development of standards and tests to verify the measures of assimilation of educational material; 4) indicators and individualization of students on the basis of available (before the start of work on the system of complete assimilation) indicators; 5) varying the time of study and learning; a noticeable increase in the share of time for independent work; 6) the development of new teaching materials based on the modular principle; 7) the development of tasks of self-control for all studied modules; 8) development of tests for conducting pedagogical control for each module and throughout the course; 9) organization of independent work of students; correction of knowledge based on the results of self-control; 10) testing.

Such a sequence of linguodidactic testing made it possible to use time more efficiently, allowing us to develop simple and Russian-speaking skills and skills, including professional and socio-cultural communication.

One of the research objectives was the theoretical justification of the didactic testing process. The theory of the development of intellectual development (J. Piaget), the psychology of cognition (D. Bruner), the theory of the development of higher mental

functions (L. S. Vygotsky) [5, 251c.] And the theory of evolutionary education (D. B. Elkonin [6, 168 p.] And V.V. Davydov) [7, 268 p.].

Experimental work allowed us to identify a variable methodology for creating the text of didactic tests. Thus, it must meet all the requirements for the educational task (psychological, didactic, educational) and ensuring the achievement of training. Here we will focus on the development stage of the didactic test:

The first stage - test planning, compiling a test, testing, processing the results of the test, interpretation of the results of the test; Stage 2 of finalizing the test project, taking into account the results of the pre-test, preparation and execution of the final test, preparation of specifications and instructions; 3 - preparation for use, conducting a test, processing results, interpreting results, planning and organizing compensatory work.

Writing a professionally oriented linguodidactic test is a complex process. The insufficient number of such tests in the educational literature requires the university teacher to create authoring tests. Of course, the author's tests are far from perfect, but they have the right to use in the learning process.

We have created linguodidactic tests for students of the Faculty of Economics "Students communicative development of Foreign Language Communication".

The process of creating experimental linguodidactic professionally oriented tests consisted of several stages, each of which solved its specific tasks.

At the planning stage of the test, the question of the appropriateness of didactic testing was decided, the topic and sections on which didactic testing should be introduced were determined [8,230 p.].

The next stage is the preparation of a pre-test. The teacher should identify how students will perceive the tests as an educational task, how they will understand their content, how they will technically perform test tasks. He develops and uses a preliminary version of the test (pre-test), in which he formulates tasks at the most accessible level. Here the number of questions and answer options are limited. The pre-tests carry out a number of functions: familiarization, the psychological attitude of students to perform tests, the identification of their ability to perform tasks of varying degrees of complexity.

At the stages of testing, processing, interpretation of the test, all the shortcomings, difficulties, methodological features, didactic difficulties of the test, the degree of test execution are revealed. All this should contribute to the compilation of the actual didactic test, which then will play the role of standard tests for the university teacher. Taking into account the identified residues, features, the final text of the test is drawn up, technical issues are solved (production, reproduction).

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