

MAIN ADVANTAGE OF THE ELECTRONIC TESTING

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The most important dignity of the electronic testing is a possibility of modeling the test tasks (their sequences, variations and even conditions themselves) on base of the given algorithm. To other values follows to refer the efficiency in making totals and their publishing, impartiality estimation, smaller labor content at editing tests, simplicity and economy of their circulating, possibility of the realization of the self-verification, remote interaction with training with provision for the individual choice of time and place.

Within the framework of course BEFORE, exist the alternative instruments of the checking for move of testing, instead of accustomed checking in auditoriums. Alongside with dignity of the electronic testing it is necessary to indicate and the determined defects. The Procedure of testing and even estimation (for instance, at account of time of the answer) hang from way of the connection testable and server of the testing to network Internet and utilized capacity channel, particularities of testable software. But with standpoint of the developer of the course BEFORE, follows the main attention to spare exactly modeling of the test tasks that will allow realizing the individual address approach to each training, will provide the oneness of test tasks and will raise the value of estimation received during the electronic testing.

In condition BEFORE (when student himself can define the sequence of modules, and attract the alternative developments of other authors), it is important to provide two forms of checking of the remaining knowledge:

- Checking the minimum knowledge required for study of the new deal
- Checking the knowledge gained in the course of studies of the new deal, required for acquaintance with other courses

Avoiding excessive work and duplication will help in the scholastic-methodical commissions' activity, but the problem of developer - all questions on checking of the remaining knowledge to place in a general databank and insist on the idea that authors of courses should use only this bank for introductory checking.

Any question from databank on checking of the remaining knowledge must be accompanied by the reference to resource, which is necessary to the student to repeat. The Simple establishment of the

fact of the wrong answer is insufficient. But also it is not needed the detailed commentary (he for frame of our course) – it needs only reference to preceding the course.

In addition can be used "preventive" test (the test-announcement) - he can anticipate both separates subjects, and the whole course, illustrating what exactly knowledge and skills will get the student as a result of mastering the course. Here are necessary not simply "interesting" problems (modeling to concrete situation), but also attractive, emotional bright forms of the presenting the material (cut-in multimedia object (graphics, video, audio) in text of the question). The Preventive tests must contain the announcement of a material with which the student got acquainted in some section or in the whole course. In the course of studies of the course, the student must be offered self-verification. Advisable questions from tests with more detailed commentaries would accompany during self-verification, rather than instructions for estimation. Finally, it has to offer the student the current procedure and total checking of his knowledge. Here must be taken into account not only the accuracy of the answer, but also its duration, difficulty and importance of each question among others. It is also necessary to provide the procedures of the individual, selecting the test tasks with standpoints of the commentaries at total testing - they can be reflected in generalized types (is important only the estimation, advisable, presenting the result in separate blocks), but it shouldn't characterize the answers on concrete questions. The last circumstance (the combination with traditional forms of checking during testing) is particularly significant for test of total checking – it makes sense to give access to tests of total checking from universities only or fiduciary centers of testing (the certificate). Universities, themselves can provide support to the territorial portioned testing.

Thereby, at development of the course BEFORE, is necessary to expect the following varieties of a test with provision for their place in course and in scholastic process as a whole:

- Preventive tests (announcement of the concrete situation decision), where are: available to unscheduled (potential) students; broader use multimedia forms of presenting the material when defining the concrete situation or at reporting on mistakes; reports on mistakes - are provoked (no "correct" answer), purpose of each question - prompt, what methods should study in order to answer correctly (announcement of the course or its part); introductory checking; precedes the study of the course; is founded on general databank; must contain references to other courses (under invalid answers); can be initiated again, but obligatory with positive result.
- Self-verification: is initiated (including and again) and is checked by students, not obligatory with positive result; is expected that he precedes test intermediate or total checking, assisting adaptation of the student to the program of testing and for preliminary self-verification; must contain detailed commentary.

- Intermediate and total checking: terminates the course (total) or its part (intermediate); requires authorization, superimposes restrictions on testable time and place of the undertaking test; is taken into account not only accuracy of the answer, but also its time; expects individual selecting from the list of questions; results are shown to the student in a generalized type - an estimation, but is advisable to structure the estimation on thematic blocks; total testing is advisable to realize in combination with traditional forms of checking during testing in universities

Uncomplicated notice that tests on different stages of education can use certain public members (the question and answer, for instance), but the other elements (such as commentaries) are added optionally depending on concrete task of the test in scholastic process. Signifies, follows to organize the development of a test so as to avoid duplication, create the ensemble of different applications on the base of certain simple "building design" - a question, answer, commentary blocks:

1. The Question. Not at all follows to prepare much miscellaneous test with different variant of the questions (for self-verification, for total checking etc.) effectively to develop the bank of the questions. Any question can contain the own list of answers, commentaries or references, as well as use general "building designs" that relieves making one-type questions.
2. The Answer. The Answer must be formally predestined by pattern. This defines and the form with which the student will interact.
3. The Block. The Different questions can be induced around one general formulation. Logistical unite such questions in block, concentrating at a rate of blocks all public member questions that will simplify the development of the variant test. However, questions can be united in blocks and at miscellaneous formulations. It is advisable to keep to the general thematic directivity. The efficiency of blocks is also in that that inwardly each block questions can be chosen by program in free sequence. Moreover, at presence of redundancy, different students can see the different questions (and in a random sequence).
4. The Commentary, reference. The Commentary appears under invalid answer. The Commentary must not pay attention on correct answers, but explain them, not naming the correct answer. The Reference also appears under invalid answer. It contains the exact instruction on section of the course BEFORE, where is explained the task. The commentary reveals the decision of the concrete task, but the reference helps to find the general material, revealing approaches to decision.