

FIZIKADAN MUQOBIL JAVOBLI TEST TOPSHIRIQLARI

DISTRAKTORLARINING TAHLILI

Q.A. Amonov, A.A. Baratov

O'zbekiston Respublikasi Oliy Ta'lif, Fan va Innovatsiyalar Vazirligi huzuridagi Bilim va malakalarni baholash agentligi huzuridagi Ilmiy – o'quv amaliy markazi, 100084, Toshkentsh, Bog'ishamol k., 12

Qisqacha mazmuni. Muqobil javobli test topshiriqlari sinaluvchilarning ta'lif tayyorgarlik darajasini aniqlashda muhim baholash vositalaridan biri hisoblanadi. Test topshiriqlarini shakllantirishda samarali distraktorlarni tanlash test yaratishning muhim shartlaridan biridir. Ushbu maqolada fizika fanidan o'tkazilgan test sinovlarida foydalanilgan variantdagi 38 ta muqobil javobli test topshiriqlarining distraktori 152 ta distraktori va 10 ta qisqa javobli test topshirig'iga berilgan javoblari tahlil qilingan. Hisoblashlarda R dasturida foydalanilgan dexter to'plami yordamida tahlil qilindi. Test topshiriqlarining distraktorlari sinaluvchilarning to'g'ri javoblarni tanlashlarida ularga kuchli yoki kuchsiz ta'sir qilishi aniqlandi.

Kalit so'zlar: Elementlar, test topshiriqlari, distraktorlar, korellyatsiya, distraktorlar chizmasi

1. Kirish

Muqobil javobli test topshiriqlari sinaluvchilarning ta'lif tayyorgarlik darajasini aniqlashda muhim baholash vositalaridan biri bo'lib, u savolni (o'zak), to'g'ri javobni (kalit) va distraktor (chalg'ituvchi javob)larni o'z ichiga oladi. Sifatli test topshiriqlarini shakllantirish nafaqat ko'p vaqtini, balki malakali mutaxassislarni ham talab qiladi [1].

Yaxshi tuzilgan test topshiriqlari bilan sinaluvchilarning bilimlarini samarali baholash hamda quyi va yuqori darajadagi o'zlashtiruvchi sinaluvchilarni yaxshi ajratish imkon mavjud. **Muqobil javobli test topshiriqlari sinaluvchilarda shakillangan quyi va yuqori kognitiv darajalar haqida ilmiy va asosli**

xulosalar berishga xizmat qilishi kerak. [2-4].

Tajribalar shuni ko'rsatadiki amaliyotda eng ko'p uchraydigan holat bu samarali distraktorlarni tanlashdir. Muqobil javobli test topshiriqlarining o'zak qismi va distraktorlarini tuzishda mutaxassislardan yuqori malaka va tajriba talab qiladi [5].

Distraktorlar sinaluvchilarda shakllangan noto'g'ri tasavvurlarni va konsepsiyalarni o'z ichga olganligi sababli ular ichidan to'g'ri javobni (kalit) tanlay olish qobiliyatini talab qiladi. Shuning uchun ham distraktorlarni tahlil qilish – har bir test topshirig'iga biriktirilgan barcha javoblarni samaradorligini nazariy va empirik jihatdan o'rganishga imkon

beradi [6]. Test topshiriqlarini tahlil qilish murakkab jarayon bo'lib, imtihon o'tgandan so'ng amalga oshiriladi va test topshirig'ining ishonchliligi va asosliligi haqida ma'lumot beradi.

Test topshiriqlarini, to'g'ri javob va distraktorlarni shakillantirishda qoidalarga amal qilmaslik sinaluvchilarning haqiqiy bahosiga salbiy ta'sir ko'rsatishi mumkin [7, 8]. Ba'zi hollarda, chalg'ituvchi bilan bog'liq kamchiliklarni aniqlash va ularni bartaraf qilish distraktorlarning samaradorligini oshirishi va ob'ektning qiyinligi va diskriminatsiya ko'rsatkichlariga ijobiy ta'sir qilishi mumkin[9].

Mezon sifatida 5 foizdan kam tanlangan distraktorlar o'z vazifasini bajarmaydigan distraktorlar deb olinadi [10], shuning uchun bu distraktorlarni o'zgartirish tavsiya qilinadi.

Yuqori sifatli muqobil javobli test topshiriqlari aniq lo'nda, o'lchanayotgan domenni (yoki konstruktni) aniq bir elementini o'lhashga qaratilgan, konstrukt uchun muhim bo'lgan bilimga asoslangan, ortiqcha ma'lumotlardan xoli, grammatik, uslubiy va imlo xatolarsiz yozilgan o'zakni hamda bir qancha distraktorlarni oqilona tanlashni talab qiladi.

Test topshirig'ining o'zagi bitta to'liq fikrni o'z ichiga olishi, mustaqil, subyektiv munosabat va subyektiv

bahoni ifodalanmasligi talab etiladi. O'z navbatida to'g'ri javob va distraktorlarni shakllantirishda ham bir qancha talablar qo'yiladi: javoblardan faqat bittasi to'g'ri javob (kalit) bo'lishi; testda to'g'ri javoblar turli o'rnlarda joylashishi va to'g'ri javoblarning joylashuvida qandaydir qolip bo'lmasligi; to'g'ri javobda "doim", "hech qachon", "eng" kabi so'zlarni, topshiriq o'zagida ishlatilgan so'zlarni ishlatmaslik; distraktorlar mantiqiy ketma-ketlikda joylashishi; distraktorlar ma'no jihatdan bir-birini qamrab olmasligi va bir turkumga mansub bo'lishi; distraktorlar grammatik bir xil shaklda bo'lishi; distraktorlarning uzunligi bir-biriga yaqin bo'lishi; distraktorlar asosi tanlanishi, tekshirilayotgan domenni yaxshi o'zlashtirmagan test topshiruvchiga kalit kabi ko'rinishi kerak.

Ushbu maqolada umumiyoq o'rta ta'lim maktabalarining 11-sinf bitiruvchi o'quvchilaridan fizika fani bo'yicha o'tkazilgan aprobatсиya test sinovlarida foydalanilgan test topshiriqlarining distraktorlari tahlil qilindi. Test sinovlarida jami 48 ta jumladan 38 tasi yopiq turdag'i, 10 tasi esa ochiq turdag'i test topshiriqlaridan foydalanildi. Test topshiriqlarining distraktorlarini tahlil qilishda R dasturida ishlatiladigan dexter to'plamidan foydalanildi [11].

2. Distraktorlar tahlili

Test topshiriqlarining distraktorlarini tahlil qilishda foydalanilgan dastur [11] bilan olingan distraktorlar chizmasi variantdagи har bitta javoblar tanlanmasi nisbiy chastotasining parametrik bo'lмаган regressiyani ko'rsatadi [5]. Bunda ballar yig'indisida javob berilmagan tanlovlар ham hisobga olinadi. 1- va 2-jadvallarda mos

ravishda sinaluvchilarining yopiq va ochiq test topshiriqlariga javob-larning foizdagi tanlovi berilgan. 1-jadvalda muqobil javoblar A, B, C va D bilan tanlamaganlar esa (NA) bilan belgilangan. 2-jadvalda esa to'g'ri javoblar A raqami bilan, noto'g'ri javoblar B raqami bilan belgilangan

2-jadval

Yopiq turdagи test topshiriqlariga sinaluvchilarining muqobil javoblarni (A, B, C va D) tanlaganlar hamda tanlamaganlar (NA)foizi (soni) va kalitlar

| № | Muqobil javoblar | | | | NA | Kalit |
|----|------------------|---------|---------|---------|--------|-------|
| | A | B | C | D | | |
| 1 | 5(21) | 75(312) | 17(72) | 2(7) | 0,7(3) | B |
| 2 | 22(93) | 54(226) | 16(65) | 7(31) | 0 | B |
| 3 | 3(14) | 9(37) | 20(84) | 67(276) | 1(4) | D |
| 5 | 21(87) | 49(204) | 19(80) | 11(44) | 0 | B |
| 6 | 15(64) | 32(133) | 10(42) | 42(175) | 0,2(1) | B |
| 7 | 18(75) | 51(213) | 18(75) | 12(50) | 0,5(2) | B |
| 8 | 37(155) | 24(100) | 20(85) | 16(67) | 2(8) | A |
| 9 | 20(83) | 55(228) | 14(60) | 10(43) | 0,2(1) | B |
| 11 | 19(78) | 24(98) | 22(91) | 11(47) | 0,2(1) | C |
| 12 | 13(55) | 48(199) | 30(125) | 8(35) | 0(1) | B |
| 14 | 44(183) | 24(101) | 18(73) | 13(55) | 0,7(3) | A |
| 15 | 21(86) | 27(113) | 28(116) | 19(77) | 0,7(3) | B |
| 17 | 22(91) | 54(224) | 16(68) | 8(32) | 0 | B |
| 18 | 12(50) | 65(269) | 16(66) | 6(25) | 1,2(5) | B |
| 19 | 36(151) | 27(112) | 25(104) | 11(46) | 0,5(2) | B |
| 21 | 11(44) | 21(86) | 59(244) | 9(38) | 0,7(3) | C |
| 22 | 42(176) | 19(77) | 26(107) | 12(51) | 1(4) | B |
| 23 | 14(58) | 40(165) | 30(126) | 15(63) | 0,7(3) | A |
| 24 | 31(127) | 31(128) | 27(111) | 11(46) | 0,7(3) | C |
| 25 | 26(107) | 20(83) | 23(96) | 31(129) | 0 | C |
| 26 | 24(98) | 25(104) | 33(138) | 17(72) | 0,7(3) | C |
| 28 | 17(72) | 36(148) | 36(150) | 10(42) | 0,7(3) | C |
| 30 | 28(117) | 25(105) | 32(132) | 14(59) | 0 | A |
| 31 | 16(65) | 22(90) | 40(168) | 21(80) | 1(4) | C |

| | | | | | | |
|----|---------|---------|---------|---------|--------|---|
| 32 | 38(158) | 25(105) | 23(97) | 12(50) | 1,2(5) | A |
| 33 | 21(88) | 44(183) | 16(66) | 18(75) | 0,7(3) | B |
| 34 | 26(108) | 26(109) | 29(122) | 17(72) | 1(4) | D |
| 35 | 43(108) | 19(77) | 29(119) | 9(37) | 0,4(2) | A |
| 36 | 19(80) | 30(125) | 21(89) | 29(119) | 0,4(2) | A |
| 37 | 18(73) | 41(169) | 27(111) | 15(61) | 0,2(1) | B |
| 39 | 47(194) | 24(98) | 17(71) | 13(52) | 0 | C |
| 40 | 14(57) | 27(110) | 21(86) | 39(160) | 0,4(2) | B |
| 41 | 28(115) | 30(124) | 32(131) | 11(45) | 0 | C |
| 43 | 19(77) | 36(149) | 29(121) | 15(62) | 1,5(3) | C |
| 45 | 23(96) | 44(181) | 17(70) | 16(66) | 0,4(2) | B |
| 46 | 18(76) | 15(63) | 52(217) | 14(57) | 0,4(2) | C |
| 47 | 62(259) | 15(62) | 15(62) | 8(32) | 0 | A |
| 48 | 18(76) | 22(92) | 39(163) | 20(83) | 0,2(1) | C |

2-jadval

Ochiq qisqa javobli test topshiriqlariga sinaluvchilarining to‘g‘ri (A) va noto‘g‘ri javoblari (B) foizi (soni)

| Nº | A | B | NA |
|----|---------|---------|---------|
| 4 | 45(186) | 41(170) | 45(186) |
| 10 | 24(100) | 62(259) | 13(56) |
| 13 | 25(103) | 49(205) | 26(106) |
| 16 | 28(118) | 40(164) | 32(133) |
| 20 | 4(16) | 63(261) | 33(138) |
| 27 | 14(58) | 65(268) | 21(89) |
| 29 | 8(34) | 47(193) | 45(188) |
| 38 | 8(34) | 56(234) | 35(147) |
| 42 | 17(72) | 42(174) | 41(169) |
| 44 | 11(45) | 37(155) | 52(215) |

1-jadvalda fizika fani bo‘yicha berilgan test topshiriqlarining distraktorlar tahlili keltirilgan bo‘lib, ulardan 1-test topshirig‘ining “A” distraktorini 5% (jami sinaluvchilarining 21 nafari), “D” distraktorini 2% (jami sinaluvchilarining 7 nafari) va 3- test

topshiriqlarining “A” distraktorini esa 3% (jami sinaluvchilarining 14 nafari) ishtirokchi javob sifatida tanlagan, ammo bu distraktorlar o‘z funksiyasini bajarmayapti, chunki bu javobni tanlagan test topshiruvchilar soni 5 foiz va undan kam. 1- test topshirig‘ida kalit “B” distractor (75 % - talabgor to‘g‘ri

javob bergen) bo‘lganligi uchun “C” va “D” distraktorlatning tanlovdagi ulushi mos ravishda 17 va 2% ni tashkel qiladi.

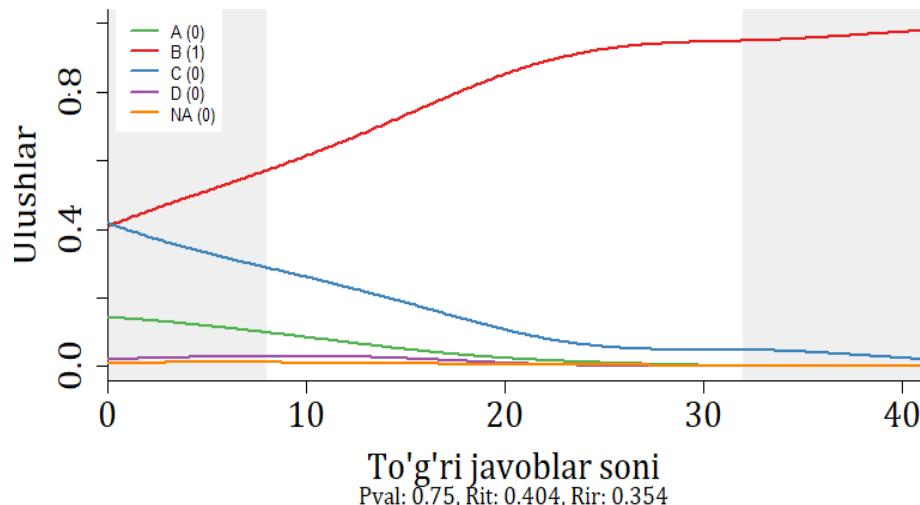
2-jadvalda Ochiq qisqa javobli test topshiriqlariga sinaluvchilarining to‘g‘ri (A) va noto‘g‘ri javoblari (B) va ularning foiz(soni)lardagi natijalari ko‘rsatilgan. Jadvaldan ko‘rinadiki

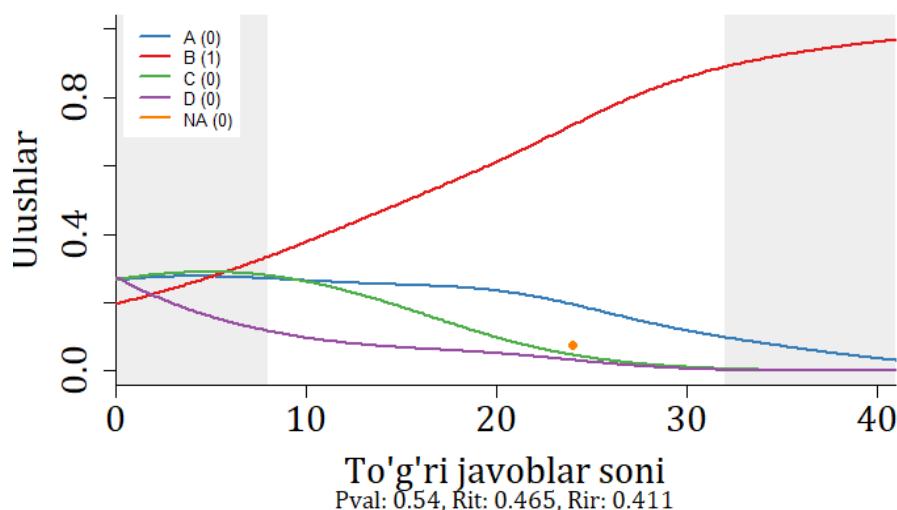
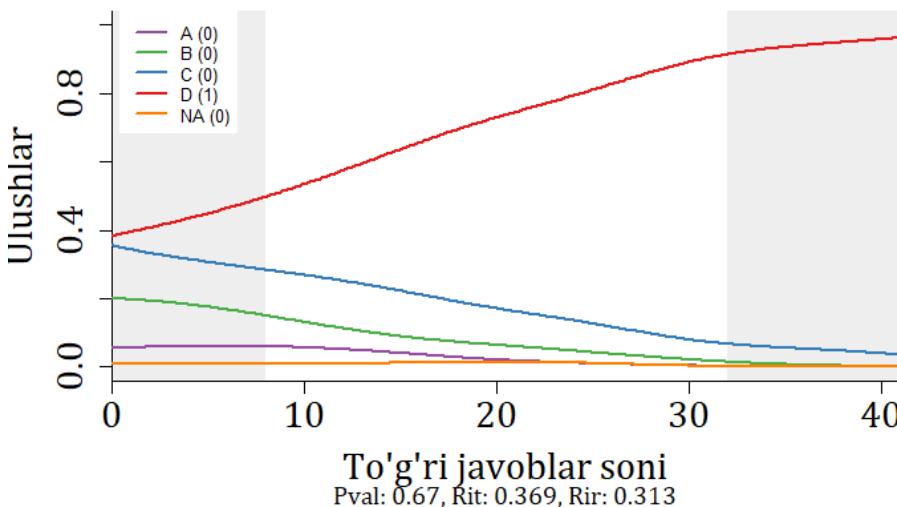
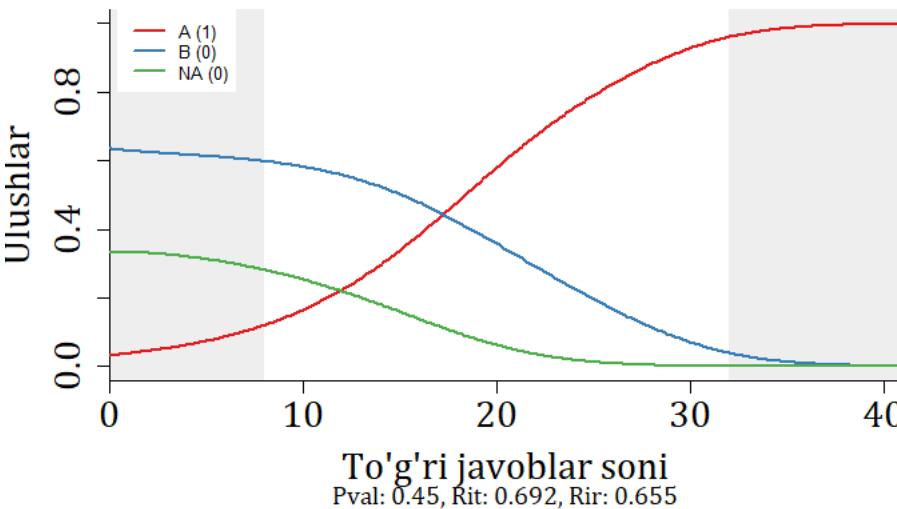
20-test topshirig‘ining “A” javobiga 4% ishtirokchilar to‘g‘ri javob bergen. Bu esa, 1-test topshirig‘i 1-qiyinlik, 20- test topshirig‘i 3-qiyinlik darajasiga teng ekanligini bildiradi [12]. Distraktorlar tahlilining grafik usuli yordamida muqobil javoblar to‘g‘risida ko‘proq ma‘lumot olish mumkin. Shuning uchun ushbu maqolada yopiq va ochiq test

topshiriqlarining distraktorlari sinaluvchilarining javoblariga qanday ta’sir qilishini tahlil qilib, o‘rganib chiqamiz.

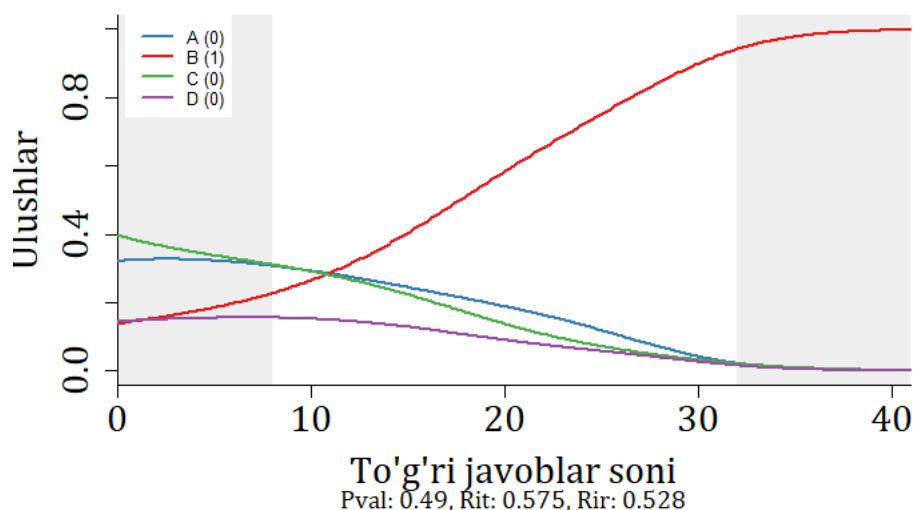
Ma‘lum test topshirig‘iga javob bermagan sinaluvchilarining javobi “NA” bilan belgilangan. Chizmalarning pastki qismida to‘g‘ri javoblar ulushi (Pval), element va umumiyl ball korelyatsiyasi (Rit), element chiqarilgandagi umumiyl ball bilan korelyatsiya (Rir) keltirilgan. Rasmning chap burchagida distraktorlarga berilgan javoblarga mos keluvchi chiziqlar mos raqamlar (ranglar) bilan ko‘rsatilgan. Qavs ichidagi (1) raqami to‘g‘ri javobni, (0) esa noto‘g‘ri javoblarni ko‘rsatadi.

1-test topshirig‘i

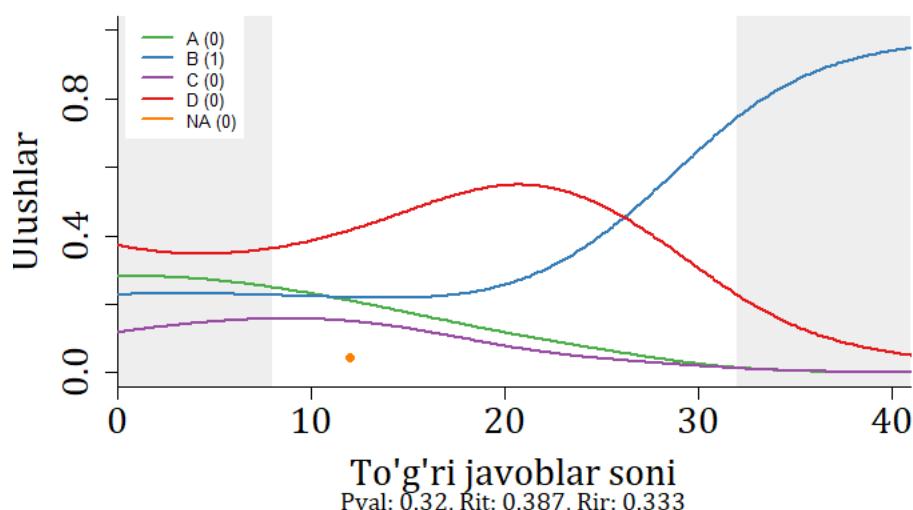


2-test topshirig'i**3-test topshirig'i****4-test topshirig'i**

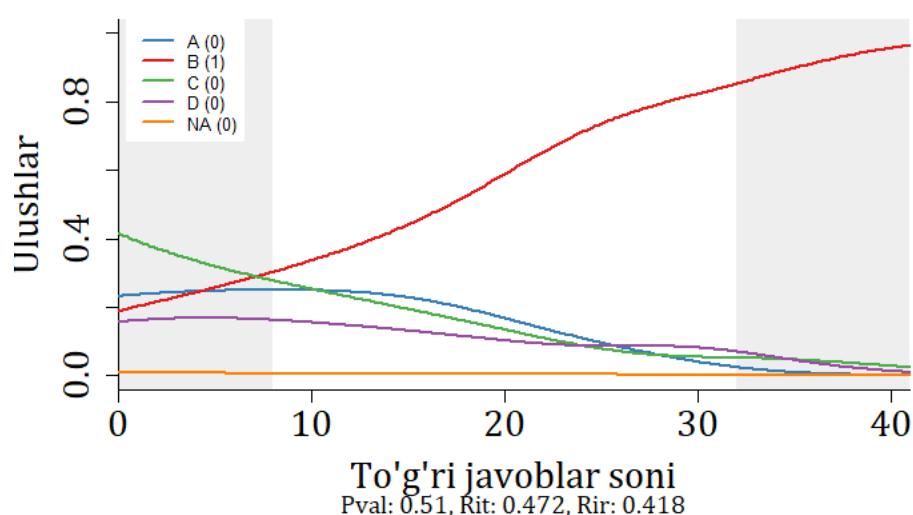
5-test topshirig'i

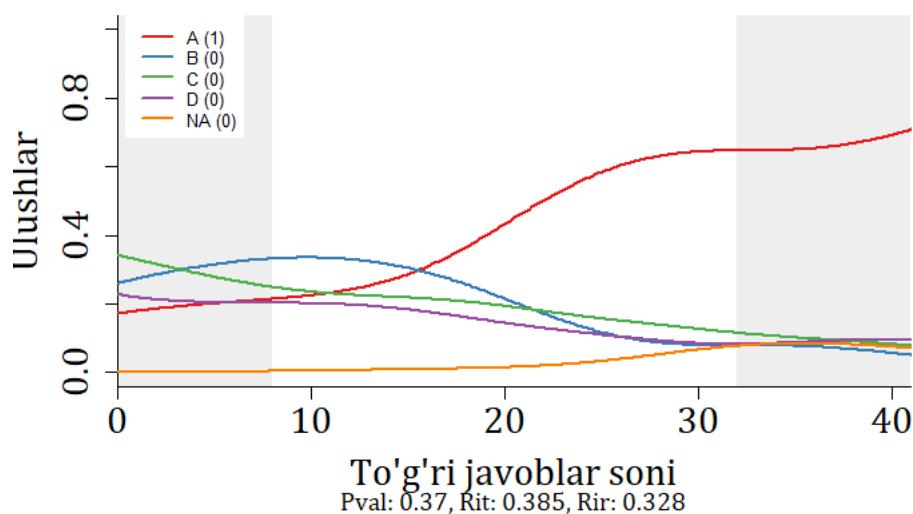
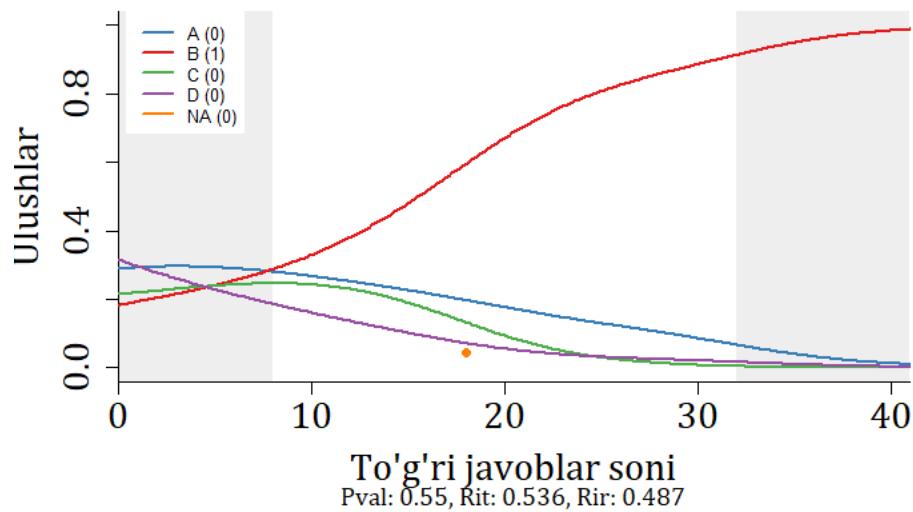
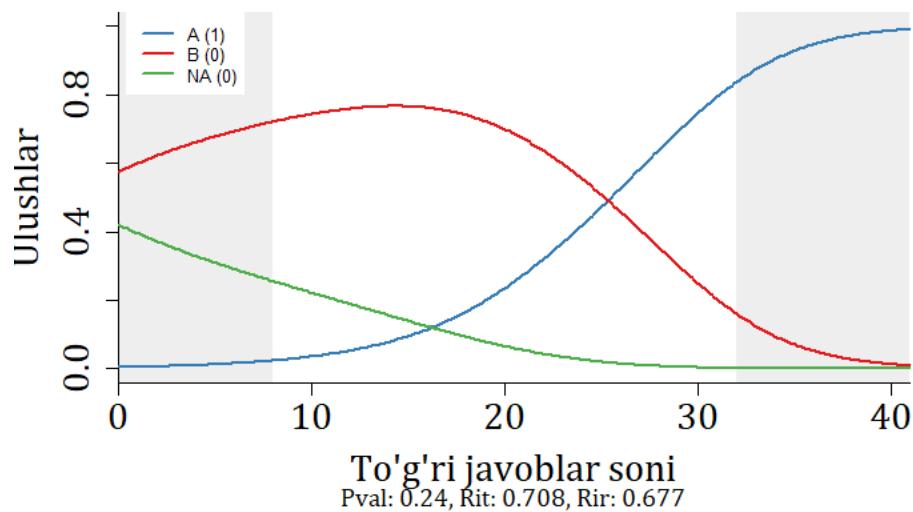


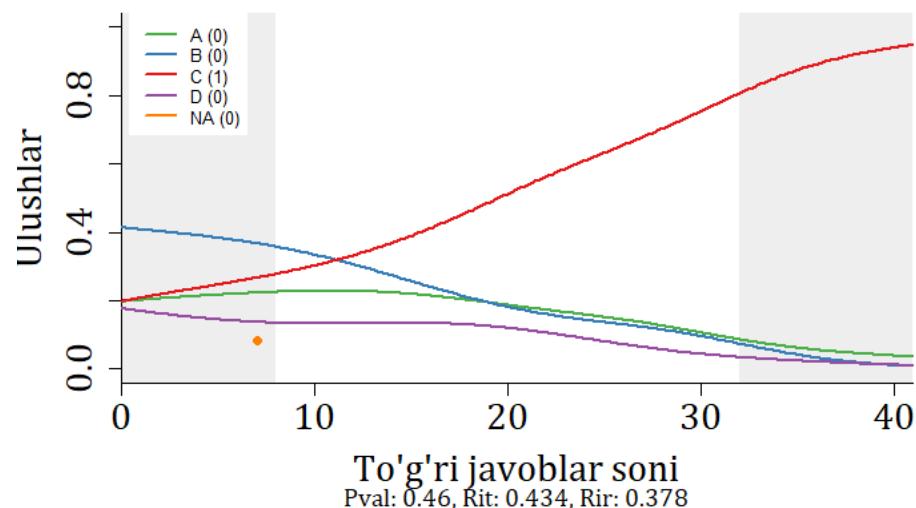
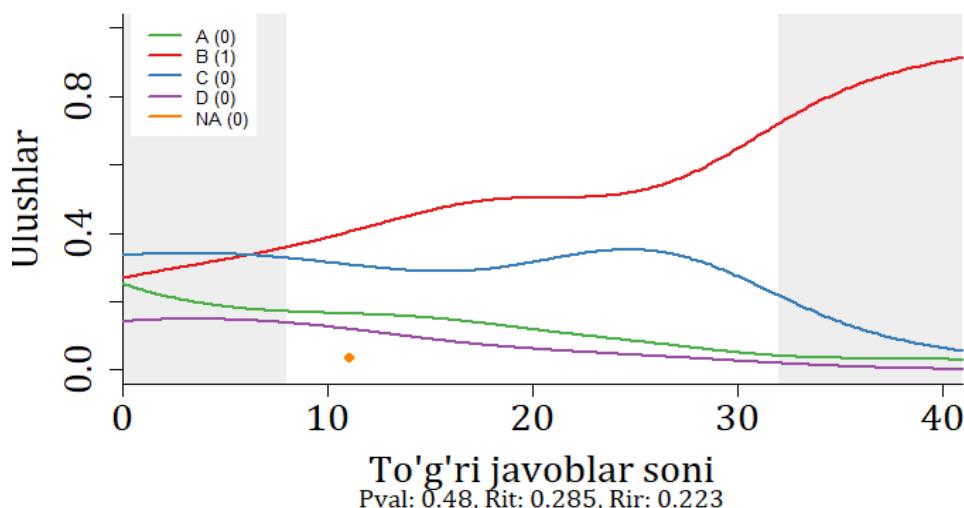
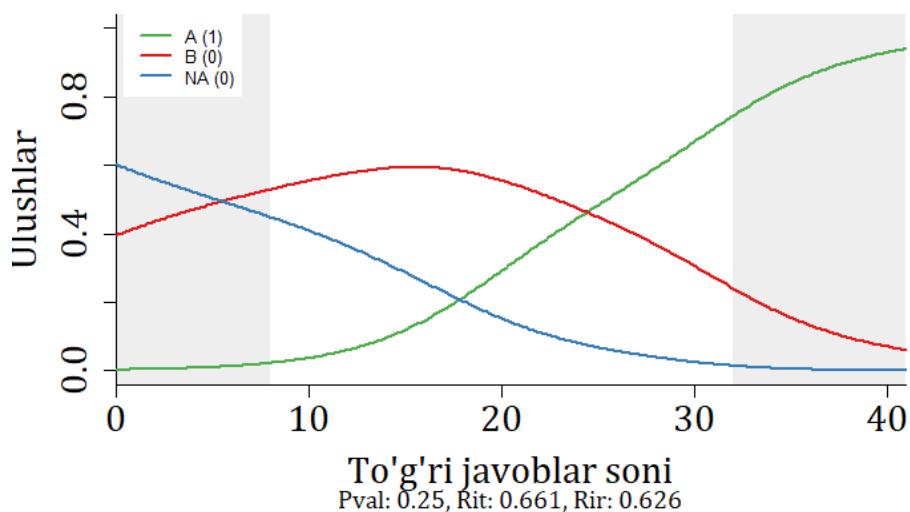
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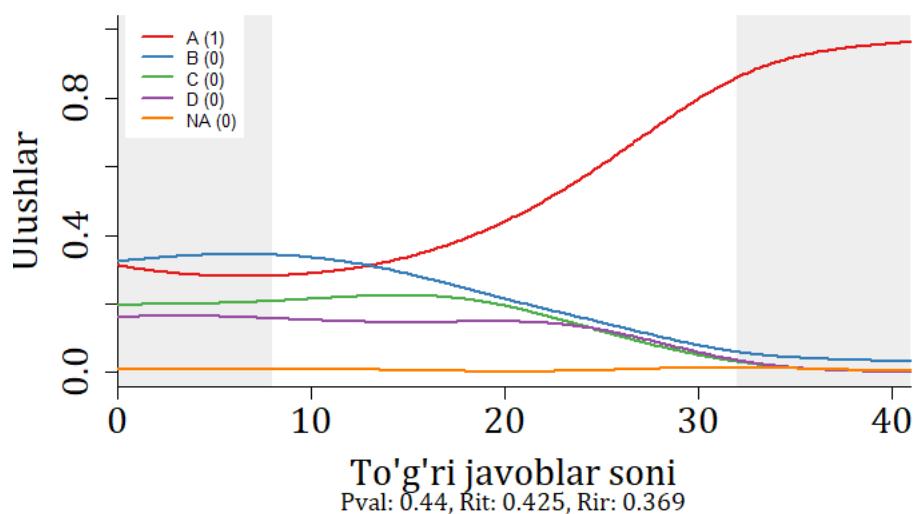
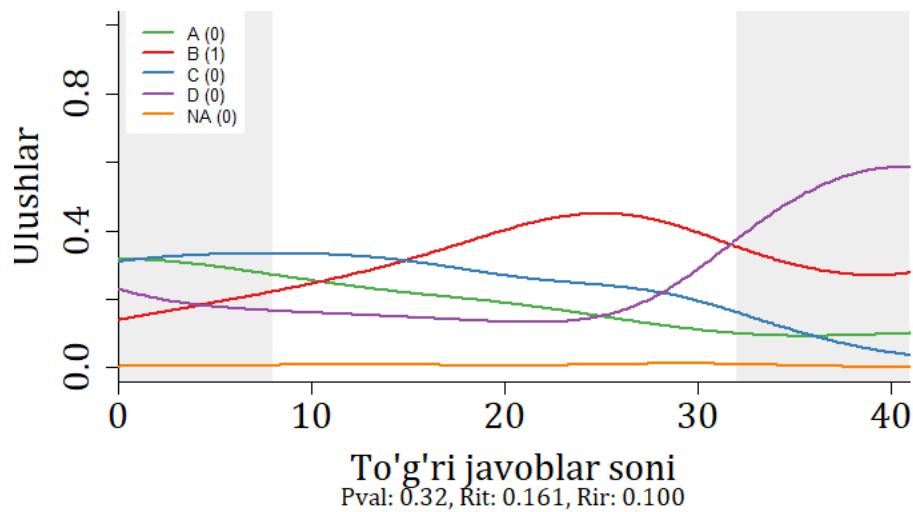
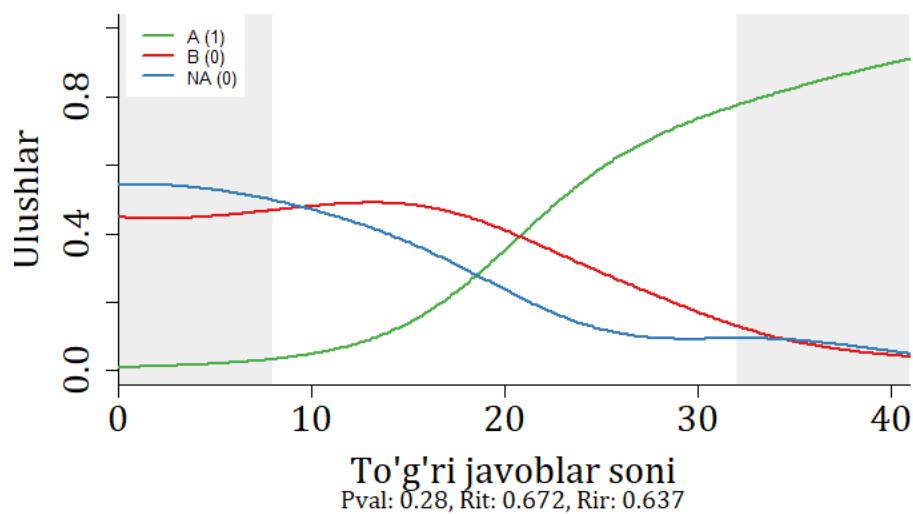


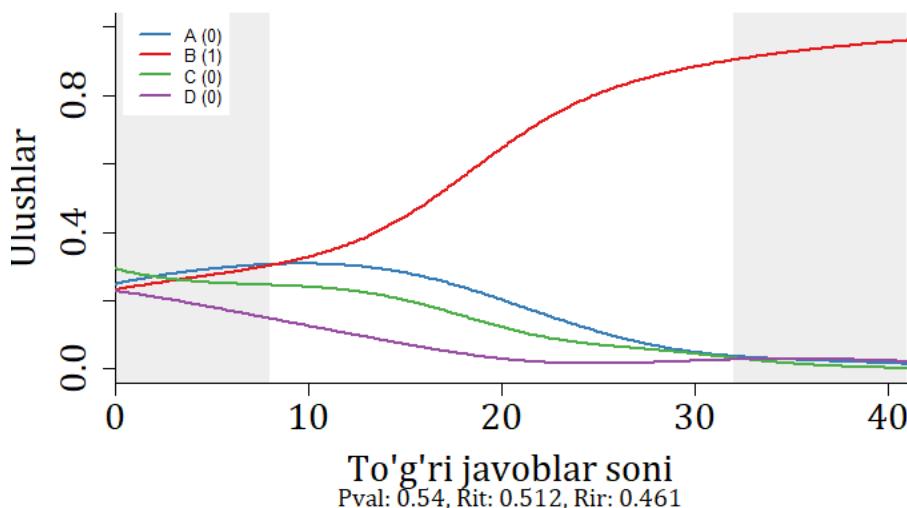
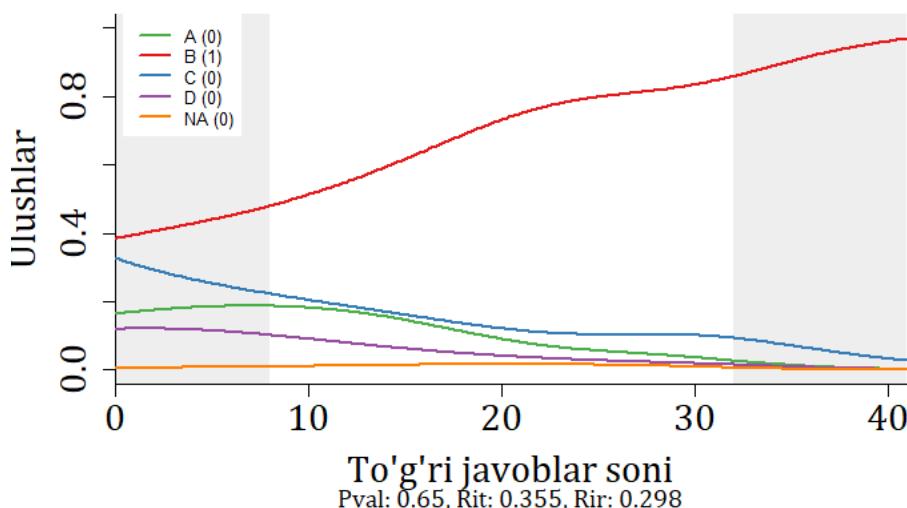
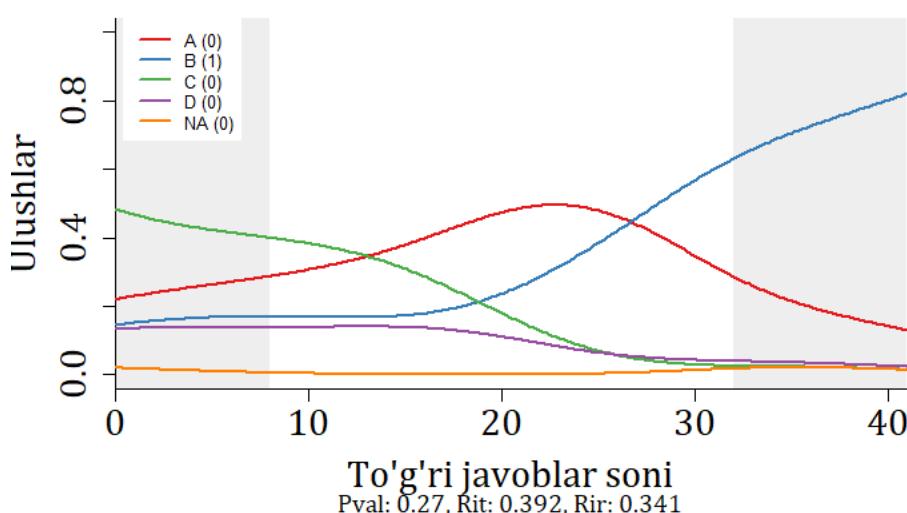
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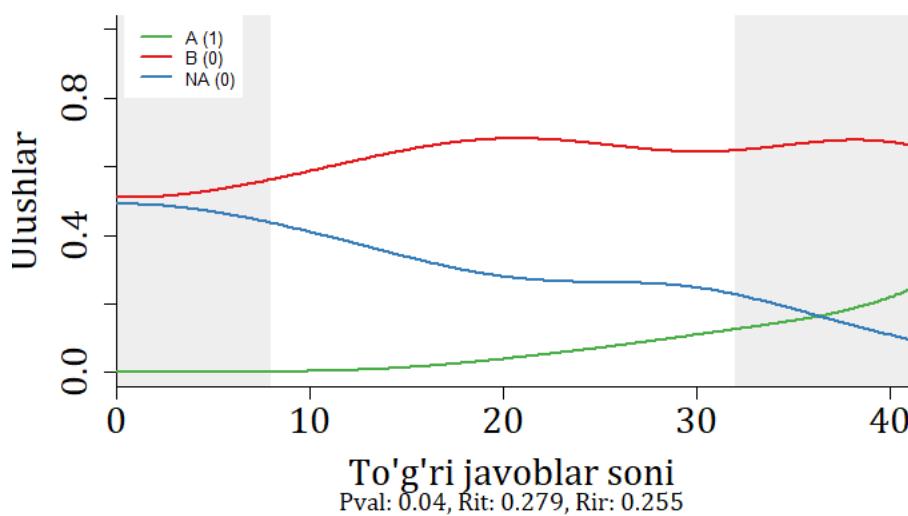
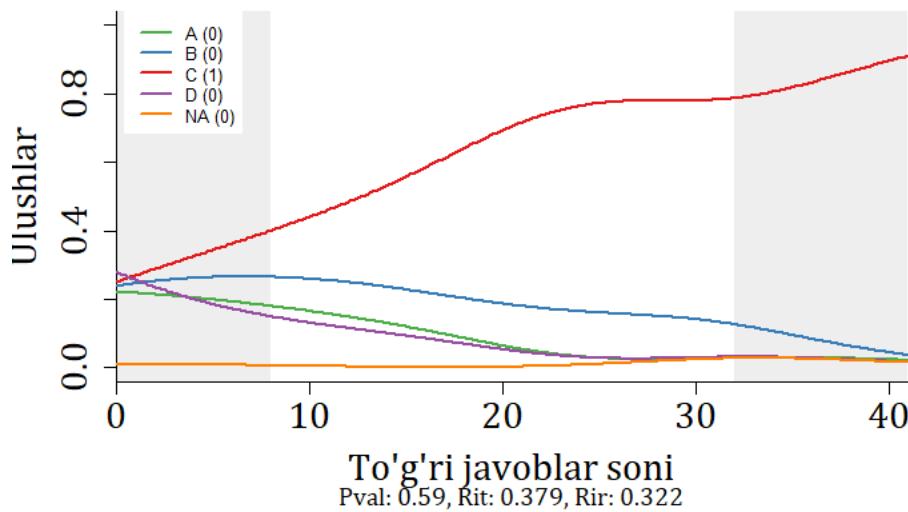
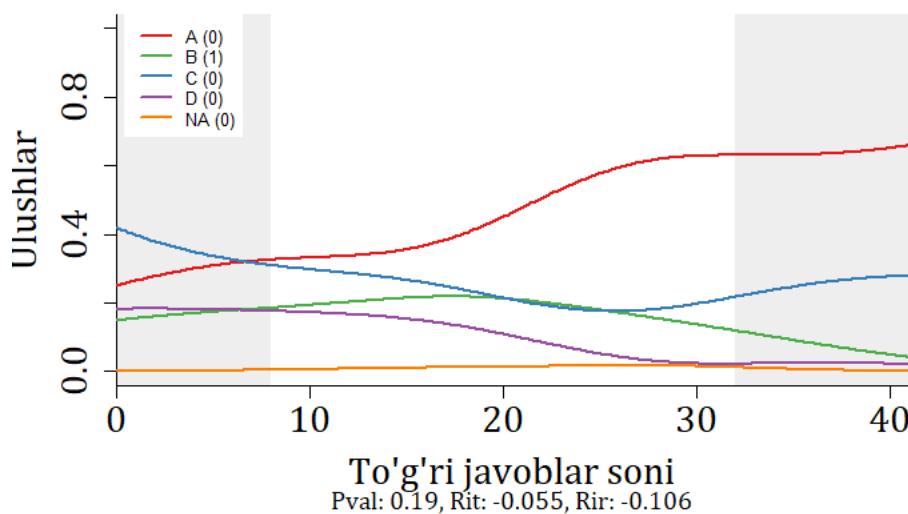


8-test topshirig'i**9-test topshirig'i****10-test topshirig'i**

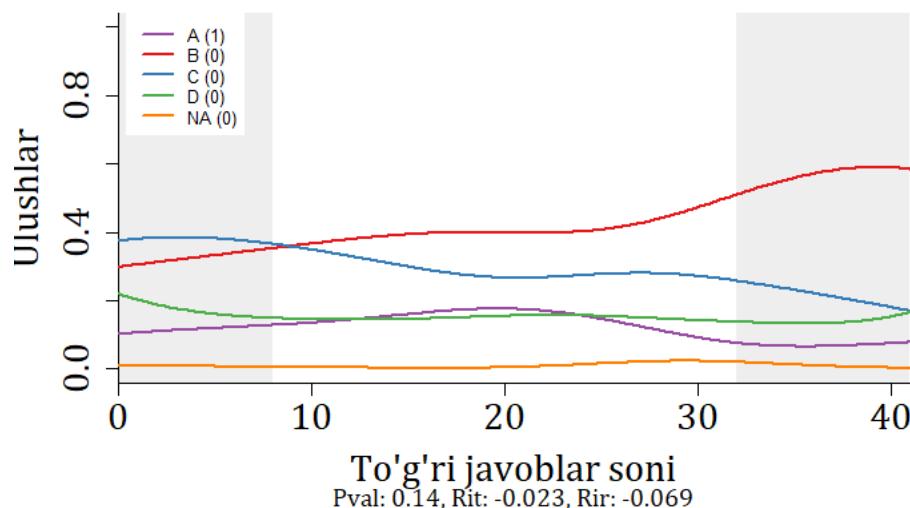
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14-test topshirig'i**15-test topshirig'i****16-test topshirig'i**

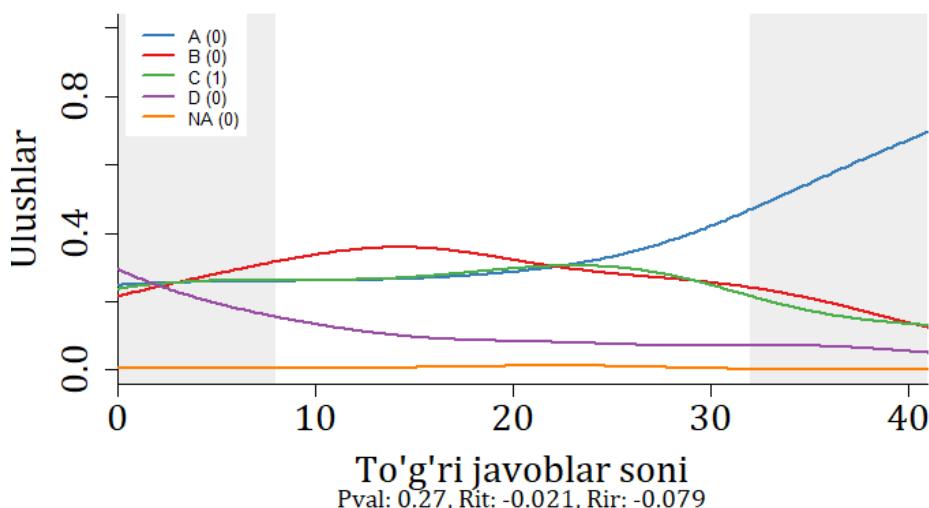
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20-test topshirig'i**21-test topshirig'i****22-test topshirig'i**

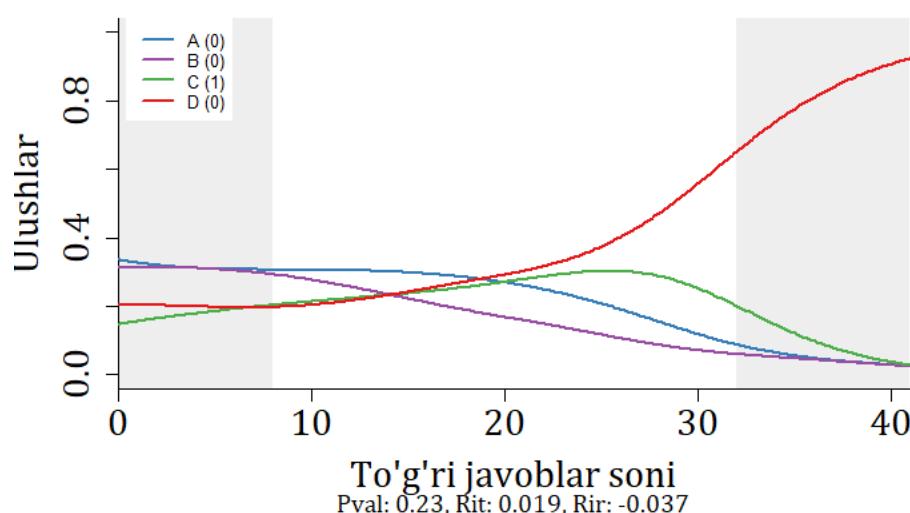
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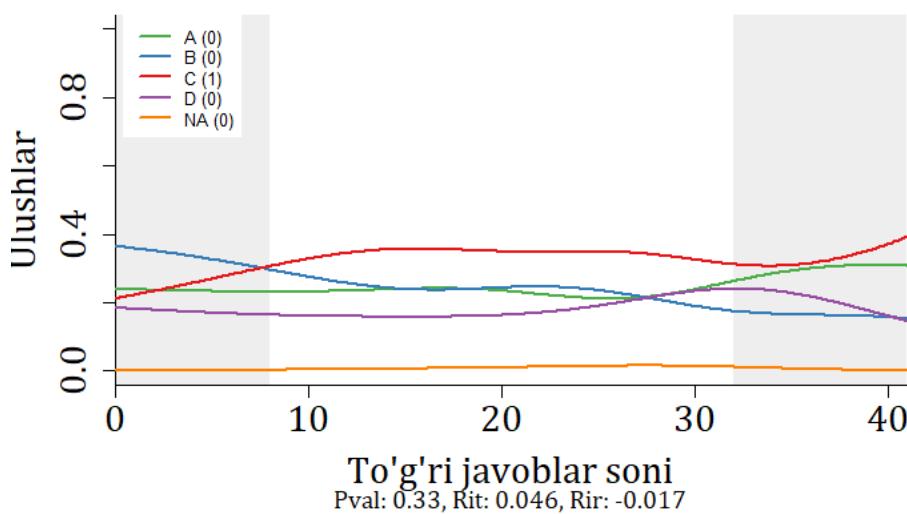
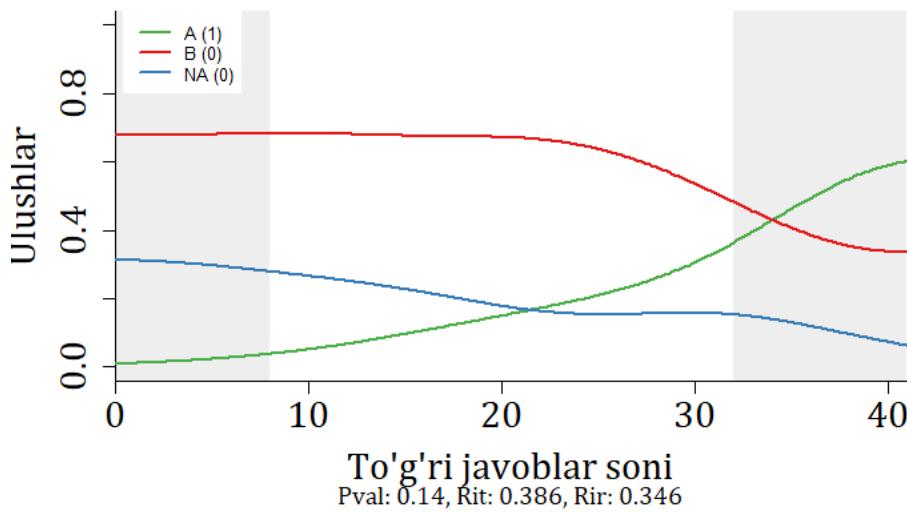
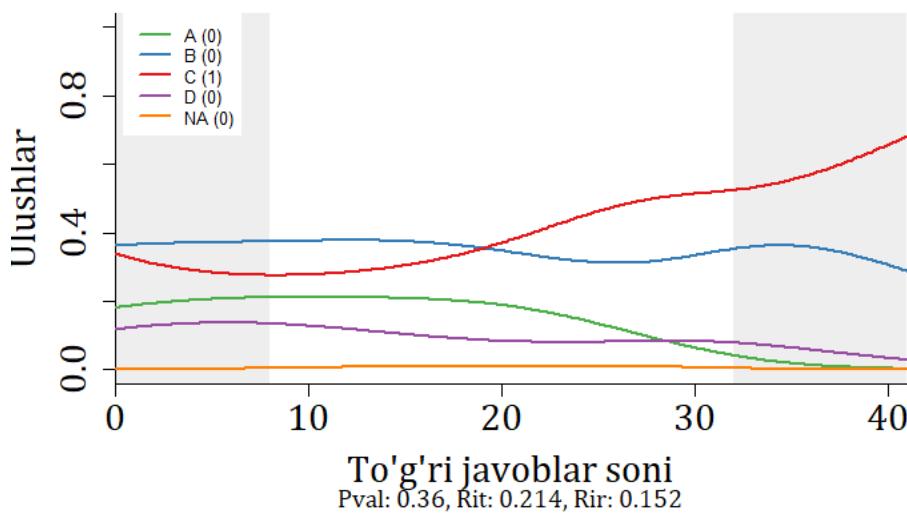


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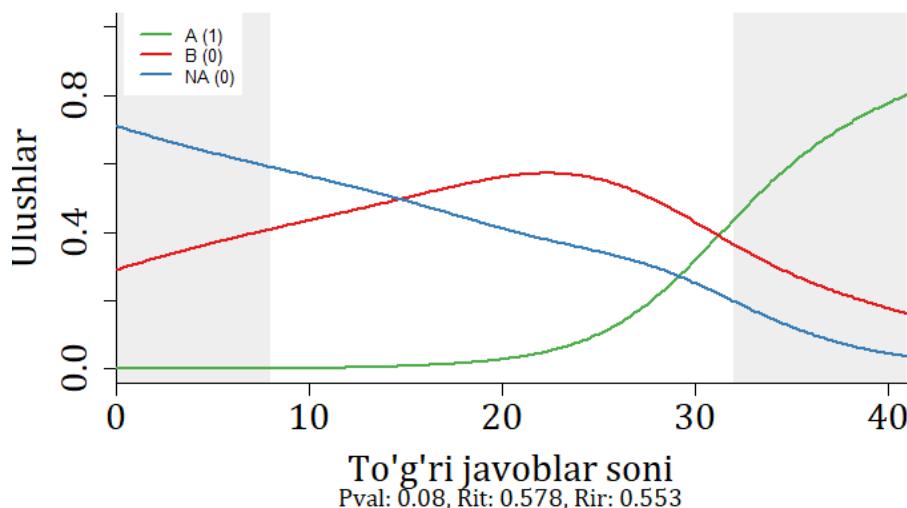


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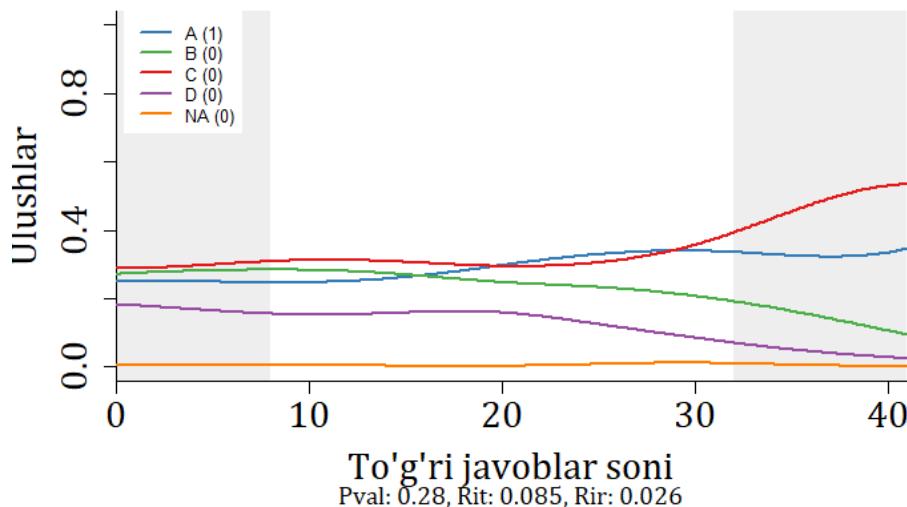


26-test topshirig'i**27-test topshirig'i****28-test topshirig'i**

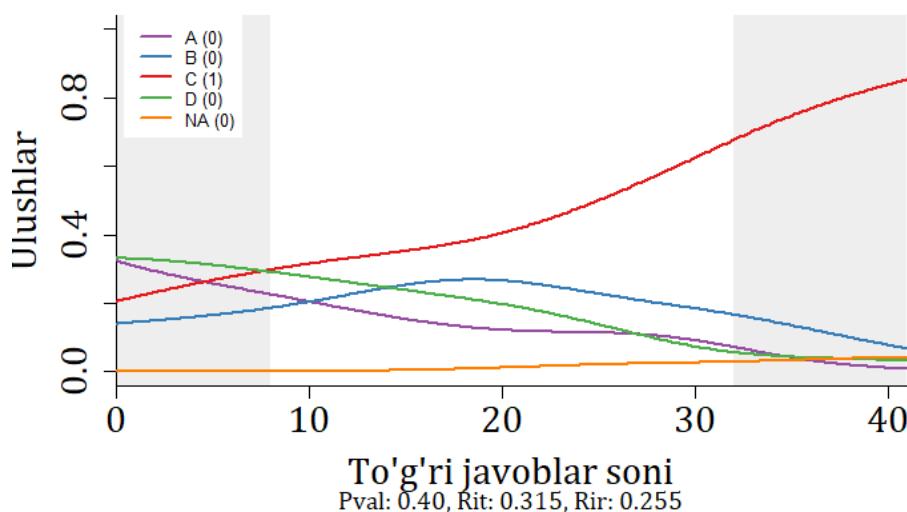
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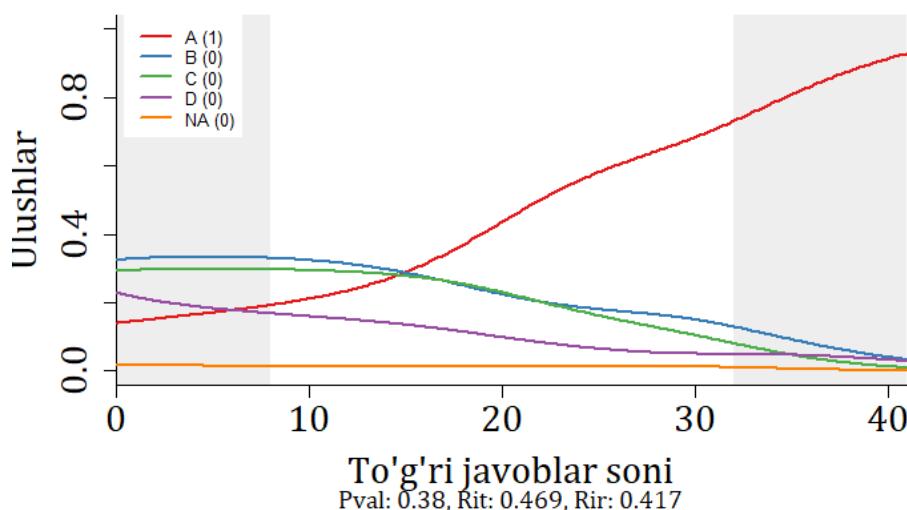
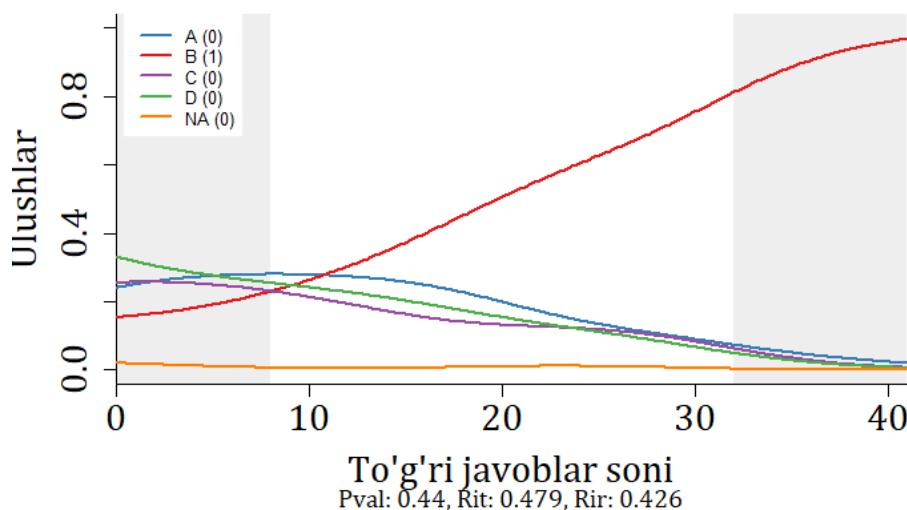
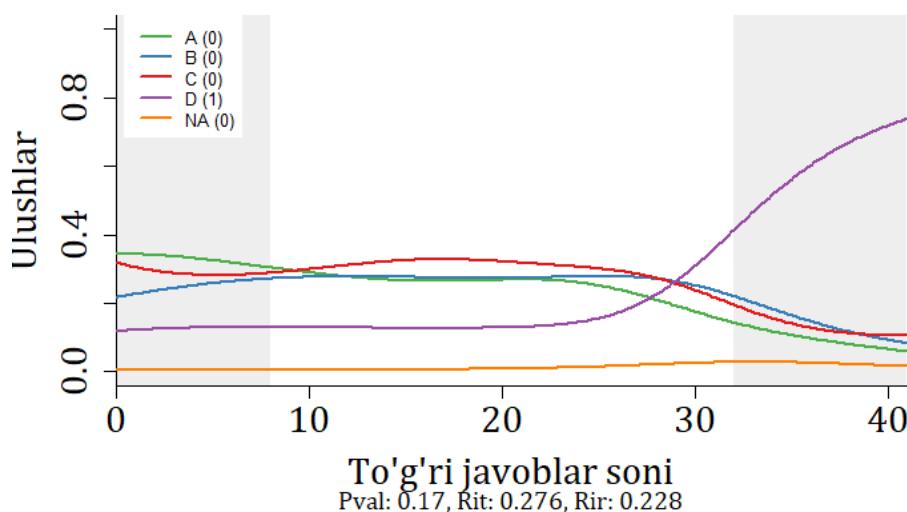


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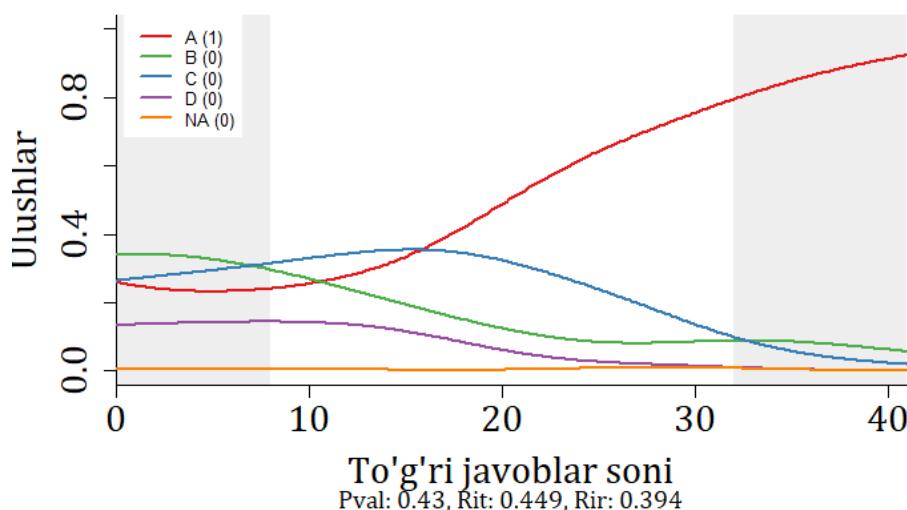


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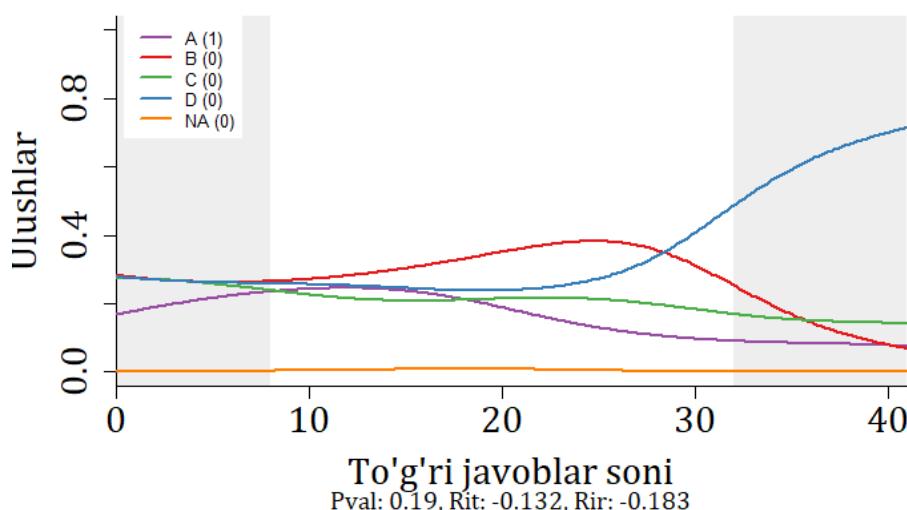


32-test topshirig'i**33-test topshirig'i****34-test topshirig'i**

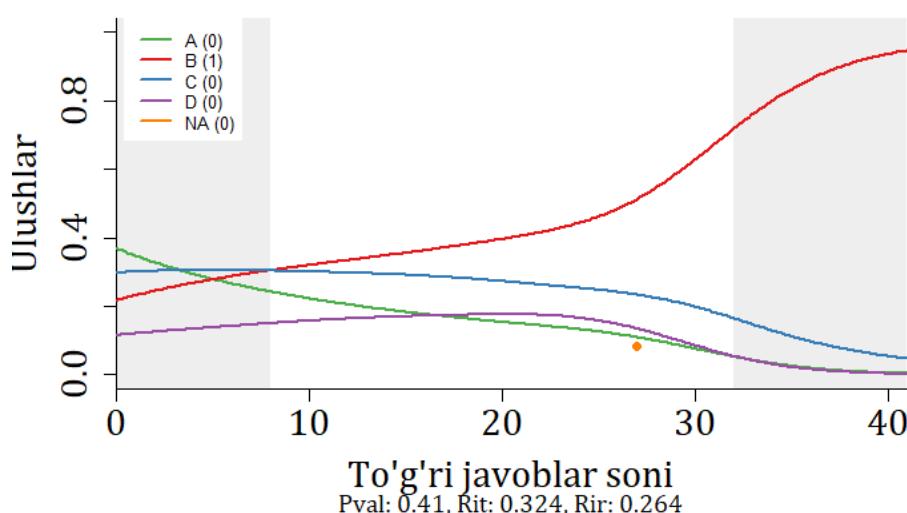
35-test topshirig'i

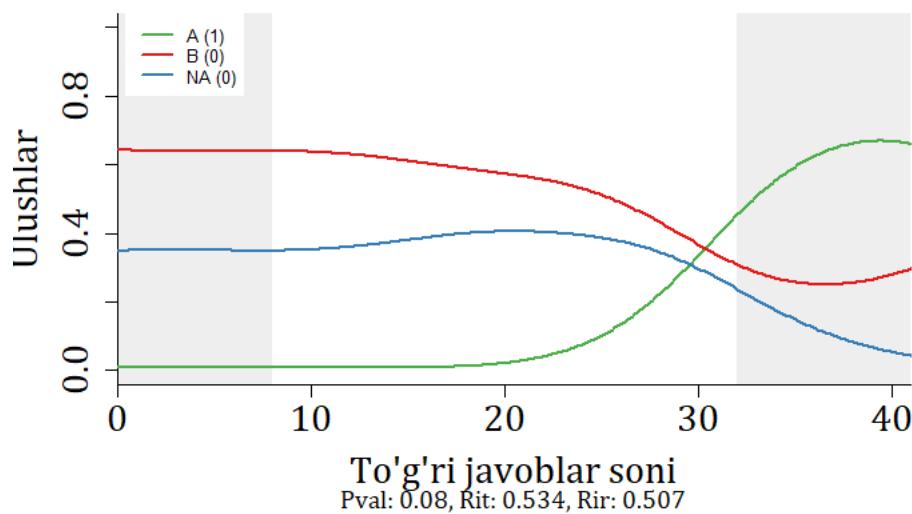
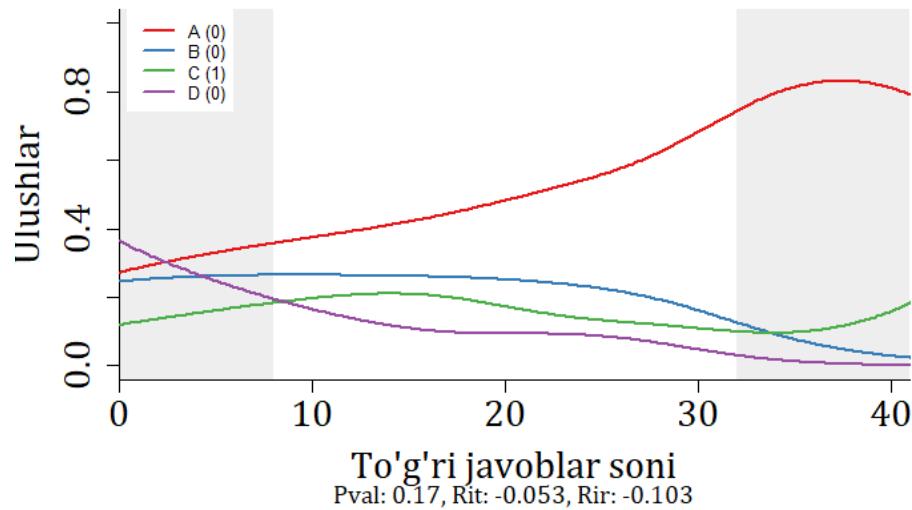
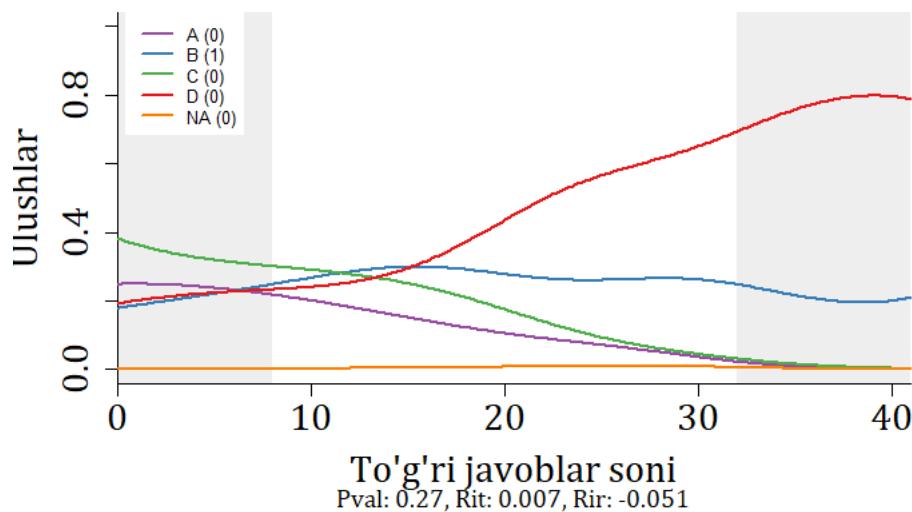


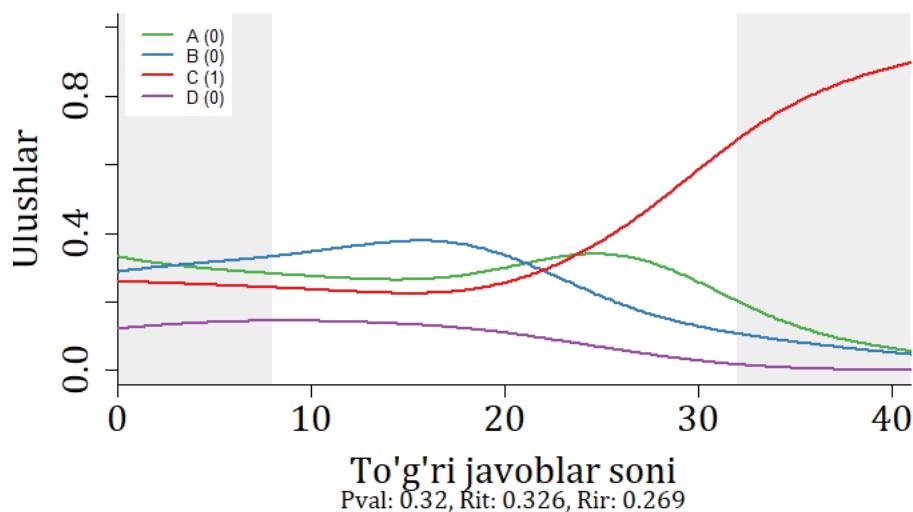
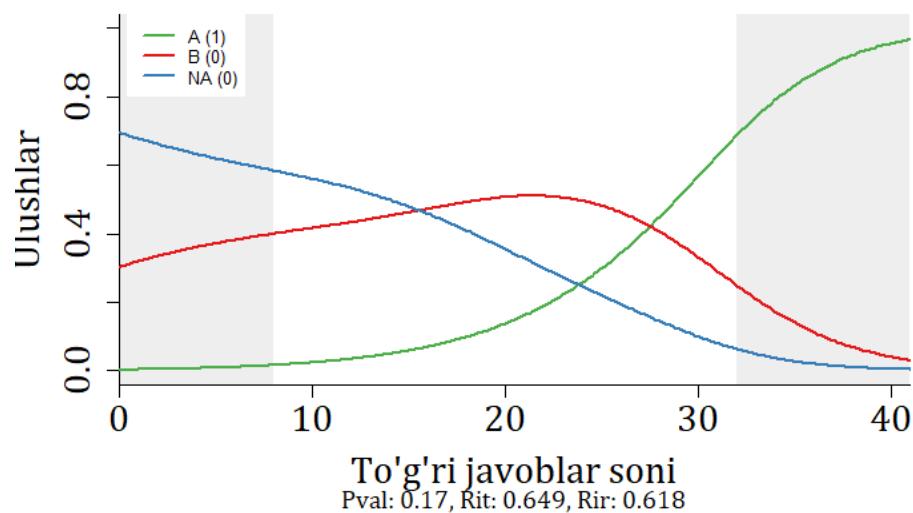
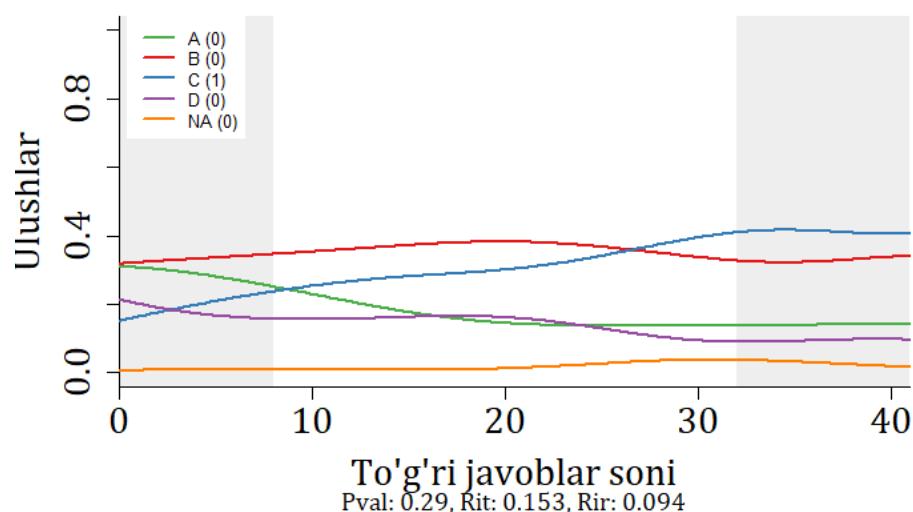
36-test topshirig'i

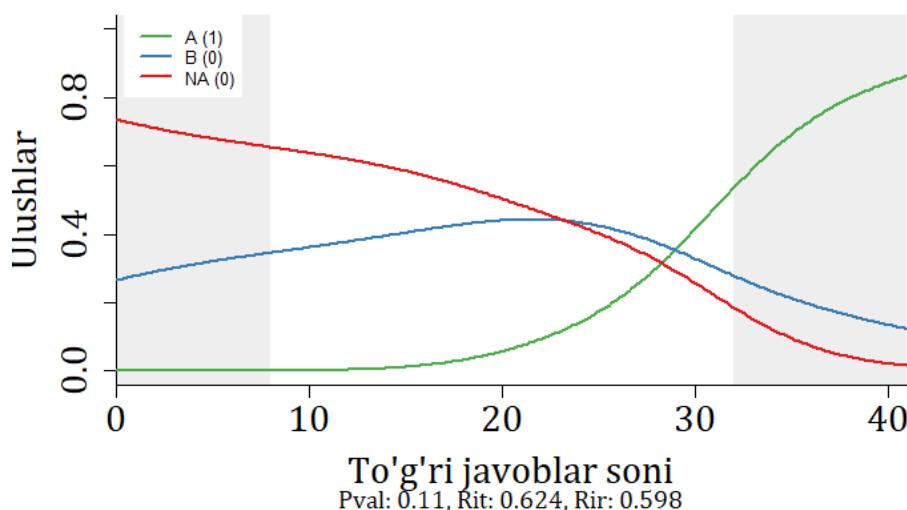
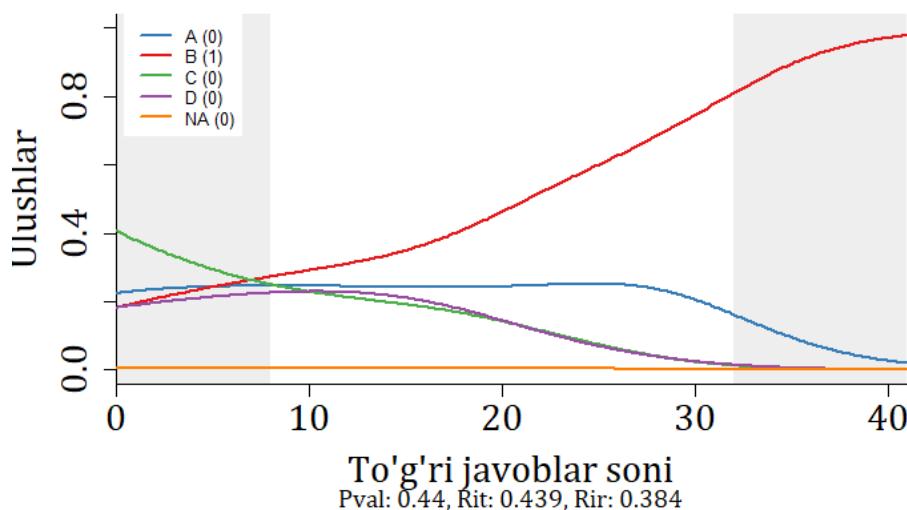
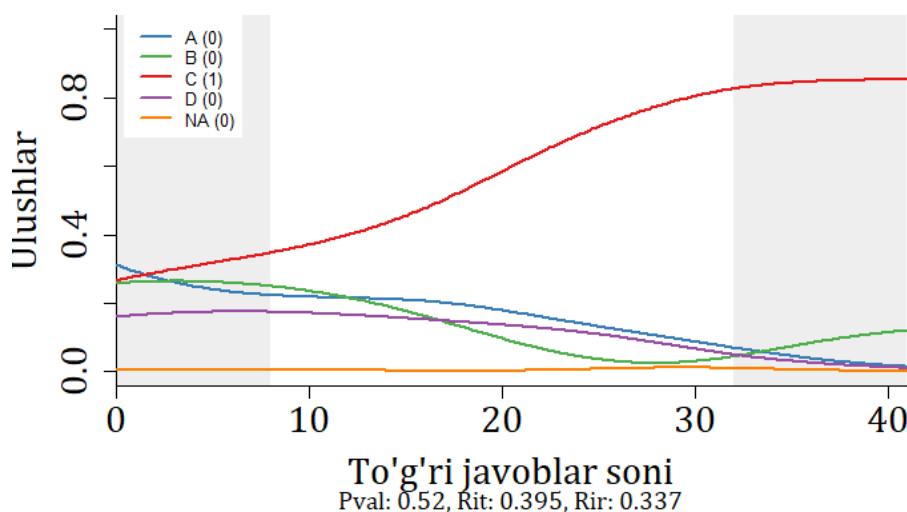


37-test topshirig'i

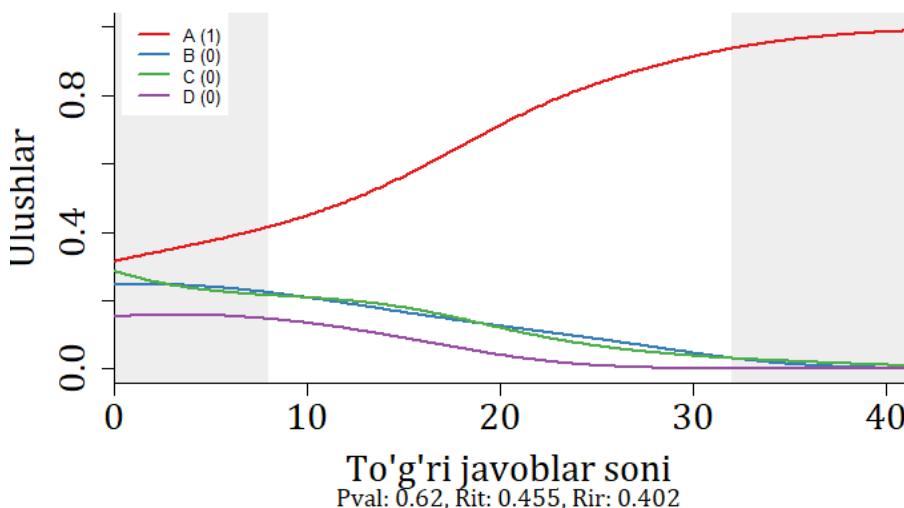


38-test topshirig'i**39-test topshirig'i****40-test topshirig'i**

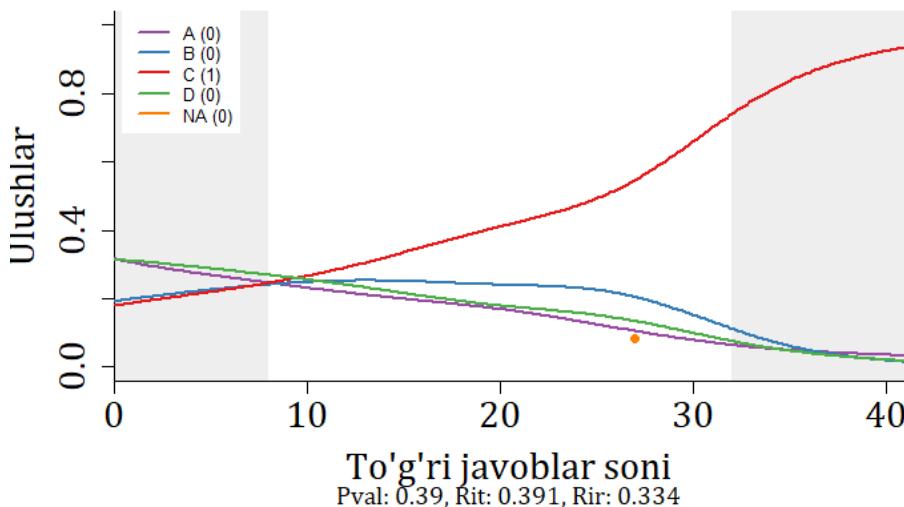
41-test topshirig'i**42-test topshirig'i****43-test topshirig'i**

44-test topshirig'i**45-test topshirig'i****46-test topshirig'i**

47-test topshirig'i



48-test topshirig'i



1-rasm. To'g'ri javoblar sonining test topshirig'i muqobil javoblarini tanlagan sinaluvchilar ulushlariga bog'liqligi

1-rasmda ochiq va yopiq test topshiriqlari to'g'ri javoblar sonining muqobil javoblarini tanlagan sinaluvchilar ulushlariga bog'liqligi keltirilgan. Ushbu natijalarni o'rganish va tahlil qilish shuni ko'rsatadiki, tuzilgan test topshiriqlarini ikki guruhga ajratish mumkin.

Birinchi guruhi: Test topshiriqlarining distiraktorlari

sinaluvchilarning to'g'ri javoblarni tanlashlarida ularga kuchsiz ta'sir qiladi, ya'ni test topshirig'inining to'g'ri javobini tanlaganlar ulushi x o'qidagi o'zgaruvchi (test topshiriqlar soni)ning barcha qiymatlarida monoton bo'limgan shaklda ortib boradi. Sinaluvchilarning distiraktorlarni tanlash ulushi esa to'g'ri javoblar soni ortib borishi bilan kamayib boradi[5].

Bunday yopiq test topshiriqlariga 1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 14, 17, 18, 19, 21, 31, 32, 33, 35, 37, 41, 45, 46, 47 va 48 – test topshiriqlari kiradi(1-rasm).

Test topshiriqlari qiyinlik darajalari mutaxassis tomonidan shartli ravishda 3 ga bo'linganda yuqorida sanab o'tilgan test topshiriqlari 2-qiyinlik darajasidagi tes topshiriqlari ekanligi aniqlandi [12]. Bu test topshiriqlariga to'g'ri javob bergenlar ulushi (Pval) 0,27-0,75, test topshiriqlari uchun umumiy ball bilan korrelyatsiyasi (Rit) 0,285-0,575, bu test topshiriqlari umumiyl balldan chiqarilgandagi korellyatsiyasi (Rir) 0,223-0,528 oraliqda joylashganligi va umumiyl ball bilan korellyatsiyasi yaxshi ekanligini ko'rsatadi (3-jadval).

Test topshiriqlar soni ortib borishi bilan ularga berilayotgan to'g'ri javoblar soni ham ortib borayotganligi sinaluvchilarning tayyorgarlik darjasini oshib borishi bilan sinaluvchilarning test topshiriqlariga javob berish ehtimoli oshib borayotganini bildiradi.

Ikkinci guruh: Test topshiriqlarining distiraktorlari sinaluvchilarning to'g'ri javoblarni tanlashida ularga kuchli ta'sir qiladi, ya'ni test topshiriqlarining to'g'ri javobini tanlaganlar ulushi distiraktorlarni tanlash ulushidan kichik bo'lishi, x o'qidagi o'zgaruvchi (test topshiriqlar soni)ning qiymatlari ortib borishi bilan to'g'ri javoblarni tanlash ulushi o'zgarmasligi yoki

kamayib borishini anglatadi. Bunday test topshiriqlariga 15, 22, 23, 24, 25, 26, 28, 34, 36, 39, 40 va 43, hamda 20, 27, 38- ochiq test topshiriqlari kiradi(1-rasm).

Sinaluvchilarning distiraktorlarni tanlash ulushi aksariyat holatlarda ularni to'g'ri javoblarni tanlash ulushidan kata bo'ladi. Bu test topshiriqlariga to'g'ri javob bergenlar ulushi (Pval) 0,04-0,43, test topshiriqlari uchun umumiy ball bilan korrelyatsiyasi (Rit) -0,13-0,534 va bu test topshiriqlari umumiy balldan chiqarilgandagi korellyatsiyasi (Rir) -0,18-0,507 oraliqda joylashganligi aniqlandi (3-jadval).

Statistik tahlillar shuni ko'rsatadi, aksariyat ikkinchi guruh test topshiriqlarining qiyinlik darajasi mutaxassislar tomonidan belgilangan 3-qiyinlik darajasiga mos kelishi aniqlandi. Distiraktorlarning to'g'ri javoblarni tanlash qobiliyatiga kuchli ta'siri natijasida, sinaluvchilar tanlagan javoblari taxminiy bo'lish ehtimoli yuqori ekanligini ko'rsatadi. Ushbu test topshiriqlarining distraktorlari eng ko'p javob bera oladigan sinaluvchilarning ham bu test topshiriqlari javobiga ta'siri juda kuchli bo'ladi [5,12]. Statistik tahlillar ushbu guruhga taalluqli test topshiriqlarining element va umumiy ball korellyatsiyasi (Rit) va Element chiqarilgandagi umumiy ball bilan korellyatsiya (Rir) juda kichik bo'lishini ko'rsatdi.

3-jadval

Test topshiriqlarining to‘g‘ri javoblar ulushi, element va umumiyl ball korelyatsiyasi va element chiqarilgandagi umumiyl ball bilan korelyatsiyasi.

| Nº | To‘g‘ri javoblar ulushi (Pval) | Element va umumiyl ball korelyatsiyasi (Rit) | Element chiqarilgandagi umumiyl ball bilan korelyatsiya (Rir) |
|----|--------------------------------|----------------------------------------------|---------------------------------------------------------------|
| 1 | 0,75 | 0,404 | 0,354 |
| 2 | 0,54 | 0,465 | 0,411 |
| 3 | 0,67 | 0,369 | 0,313 |
| 4 | 0,45 | 0,692 | 0,655 |
| 5 | 0,49 | 0,575 | 0,528 |
| 6 | 0,32 | 0,387 | 0,333 |
| 7 | 0,51 | 0,472 | 0,418 |
| 8 | 0,37 | 0,385 | 0,328 |
| 9 | 0,55 | 0,536 | 0,487 |
| 10 | 0,24 | 0,708 | 0,677 |
| 11 | 0,46 | 0,434 | 0,378 |
| 12 | 0,48 | 0,285 | 0,223 |
| 13 | 0,25 | 0,661 | 0,626 |
| 14 | 0,44 | 0,425 | 0,365 |
| 15 | 0,32 | 0,161 | 0,1 |
| 16 | 0,28 | 0,672 | 0,637 |
| 17 | 0,54 | 0,512 | 0,461 |
| 18 | 0,65 | 0,355 | 0,298 |
| 19 | 0,27 | 0,392 | 0,341 |
| 20 | 0,04 | 0,279 | 0,255 |
| 21 | 0,59 | 0,379 | 0,322 |
| 22 | 0,19 | -0,055 | -0,106 |
| 23 | 0,14 | -0,023 | -0,069 |
| 24 | 0,27 | -0,021 | -0,079 |
| 25 | 0,23 | 0,019 | -0,037 |
| 26 | 0,33 | 0,046 | -0,017 |
| 27 | 0,14 | 0,386 | 0,346 |
| 28 | 0,36 | 0,214 | 0,152 |
| 29 | 0,08 | 0,578 | 0,553 |
| 30 | 0,28 | 0,085 | 0,026 |
| 31 | 0,4 | 0,315 | 0,255 |
| 32 | 0,38 | 0,469 | 0,417 |
| 33 | 0,44 | 0,479 | 0,426 |
| 34 | 0,17 | 0,276 | 0,228 |

| | | | |
|----|------|--------|--------|
| 35 | 0,43 | 0,449 | 0,394 |
| 36 | 0,19 | -0,132 | -0,183 |
| 37 | 0,41 | 0,324 | 0,264 |
| 38 | 0,08 | 0,534 | 0,507 |
| 39 | 0,17 | -0,053 | -0,103 |
| 40 | 0,27 | 0,007 | -0,051 |
| 41 | 0,32 | 0,326 | 0,269 |
| 42 | 0,17 | 0,649 | 0,618 |
| 43 | 0,29 | 0,153 | 0,094 |
| 44 | 0,11 | 0,624 | 0,598 |
| 45 | 0,44 | 0,439 | 0,384 |
| 46 | 0,52 | 0,395 | 0,337 |
| 47 | 0,62 | 0,455 | 0,402 |
| 48 | 0,39 | 0,391 | 0,334 |

Xulosa

Distraktorlarni tahlil qilishning grafik usuli ularning sinaluvchilar javoblariga qanchalik ta'sir qilishini, qaysi qobiliyat darajasigacha tanlangan javoblar taxminiy yoki mutanosibligini tahlil qilish imkonini beradi. Bu mutaxassislarga distraktorlar tanlovida hamda test variantida test topshiriqlarining taqsimotini hamda statistik ko'rsatkichlarni yaxshilashga imkon yaratadi. Tadqiq qilingan 38 ta yopiq test topshiriqlarining 114 ta distiraktorlaridan 1-test topshirig'ining "A" va "D" distraktori, 3- test topshirig'ining "A" distraktori o'z funksiyasini bajarmayotganligi ko'rsatildi va ushbu test topshiriqlari uchun taxminiy javob berish ehtimoli qobiliyatlarning qaysi darajalariga to'g'ri kelishi haqida ma'lumotlar berildi. Yuqori korellyatsiyali test topshiriqlari butun qobiliyatlar oralig'ini quyi korellyatsiyali test topshiriqlari esa ma'lum oraliqdagi qobiliyat darajalarini ajratishi yoki umuman ajratmasligi mumkinligi ko'rsatildi.

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ANALYSIS OF DISTRACTORS OF ANSWER MULTIPLE CHOICE TEST TASKS IN PHYSICS

K.A. Amonov, A.A. Baratov

Scientific-Study Practical Center under the Agency for Assessment Knowledge and Competences, Tashkent 100084, Bogishamol 12, kvant.ph@gmail.com

Abstract. Multiple-choice test tasks are one of the important evaluation tools for determining the level of educational preparation of test-takers. The selection of effective distributors in the formation of test tasks is one of the important conditions for test creation. In this paper 152 distractors of 38 multiple choice questions and answers to the 10 items with short answers on physics test are analysed. In the calculations dexter package in R programming is used. It was found that the distractors of the test items have a strong or weak influence on the test takers in choosing the correct answers.

Keywords: Items, test items, distractors, correlation, distractor plot