



TEST DESIGN: SOME RECOMMENDATIONS FOR A PRACTICAL PSYCHOLOGIST

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Article history:		Abstract:
Received	26 th October 2020	This article discusses the problem of designing and standardizing psychological tests. It also provides guidelines for building a test and instructions for testing. The modern information world is growing at such a pace, and we get to know it with such speed, more, more and wider. Thanks to modern information technologies, we began to obtain rare books, began to value time and speed up our efficiency, publish our articles in foreign magazines, meet people, order imported goods, buy tickets for travel, book, etc. But, despite these huge opportunities of the modern world, culture remains indispensable for digital technologies. Each culture of the people as a seal of the originality of the human worldview. It is culture that is the main goal of adapting any psychological test.
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Every young practicing psychologist, before conducting any methodology with the subjects, should pay attention to the very first culture.

Everyone knows that in conducting testing, a psychologist must know the rules of testing.

Gilbukh Yu.Z. considered these problems a long time ago, in the 1985s. But, to our great regret, we must admit that in Karakalpakstan to this day there are no recognized, objective, adapted psychodiagnostic methods, as well as a professional practical psychologist. The reason is that, firstly, psychodiagnostics is a young science, secondly, the absence of the subject of elementary mathematical statistics for processing data in the specialty of a psychologist, and thirdly, the lack of special cadres of professionals in this area. It is this problem that has served as the relevance of this article.

Gilbukh Yu.Z. identifies a number of basic basic provisions for improving the psychological and pedagogical studies of schoolchildren and increasing the effectiveness of psychodiagnostic techniques, including tests [6].

1. Organic combination of methodological equipment and special erudition.
2. Construction of an analysis based on the dialectical-materialist principle of historicism.
3. The principle of classification and accounting for various features [6].

Psychological tests consist of a selection of an almost infinite range of tasks that a person may need to perform in real life; these problem patterns that appear in tests are limited in at least two important ways:

1. The psychological test may include only those types of tasks that are small enough to be successfully completed by at least some subjects in a relatively short period of time, and which should not include any complex apparatus for the presentation of stimuli or for the subject's answer.

2. The tasks in the test are selected in such a way that one or more types of intellectual competence or potential are required for the successful completion of the task.

Given the characteristics of a test, an adequate theory is required, that is, a theory of what such tests measure and how well they measure. An adequate theory provides a satisfactory explanation for at least the following:

- a) The extent to which the tasks can provide reliable measurements of the characteristic behavior of people, to the extent that the measures derived from the tasks are actually reliable.
- b) The degree to which the successful completion of each task or group of tasks reflects a certain type of cognitive competence.
- c) The source or cause of individual differences observed with respect to any scale of cognitive competence elicited [7].

According to this theory, every novice practical psychologist should own adequate testing theories. Based on this, we tried to combine the recommendations for designing and conducting a psychological test.

Anastazi A.A. and Urbina S. in the famous book "Psychological Testing" in determining the psychological test, they distinguish: standardization, objective measurement of difficulty, reliability, validity, and developed standards for educational psychological testing.

Let's refer to the three listed, which, in our opinion, are very important of the most numerous terms for defining a psychological test:

1. Standardization
2. Validity
3. Reliability

Analyzing psychological testing according to the opinions of Anastazi and Urbina:

-Standardization-implies uniformity in the procedure for conducting and evaluating the performance of the test.

-Validity of a test - a concept related to what the test measures and how well it does

- Test reliability - essentially means consistency. [1]

V. Melnikov and L. Yampolsky developed a unified design technique. It includes the following steps:

1. Formation of the research information base
2. Construction of integral indicators.
3. Classification of subjects into single-national groups [1,5].

Using the point of view of K.M. Gurevich, we believe that to note reliability as a sign of a psychological test, which is to judge how trustworthy the data obtained during its application are, how justified is the researcher's expectation that, while maintaining a certain minimum of unchanged conditions, the subjects in the sample will remain and during repeated tests at approximately the same ordinal places.

According to K.M. Gurevich, "validity is a sign of the test, by which one can judge how much the data obtained when applying the test coincide with the indicators of some activity of the subjects: educational, sports, industrial. Validity is the effectiveness of the test, which characterizes the ability to make a practically important diagnosis and, in some cases, outline the prognosis "[2].

It should be noted that the importance of Paul Kline's opinions to a practical psychologist in the design and application of a psychological test.

According to Paul Kline, any psychological test can be characterized as effective provided that it meets certain requirements [2]. In this sense, the author highlights the following basic requirements:

1. Using the interval scale
2. Reliability
3. Validity
4. Discrimination
5. Availability of normative data or possibility of description with high

the accuracy of the Rush model and the like, and in the case of individually oriented tests, the presence of criteria established by experts. Among the multiple scales, P. Kline grouped the essential levels by hierarchical, ordering by complexity. These are the next levels starting from the simple:

- Nominative scales,
- Ordinal scales,
- Interval scales,

-Scales of relations. From these scales, it becomes apparent that ideally the designer of psychological tests should strive to use relationship scales. In the case when this is not possible, then the scales of intervals are desirable, if they are supposed to be subjected to statistical analysis [3].

Also P. Kline considered the term "reliability" in two meanings: "A test is called reliable if it is internally consistent" and "A test is called reliable if it gives the same indicators for each subject during repeated testing" [3].

A.A. Krylov identifies elementary practical tasks for the construction of the primary test:

1. Objectivity of tasks
2. Empirical validity
3. Calculation of indices of difficulty of tasks
4. Coefficient of discrimination
5. Checking the reliability of the test, retest
6. Test standardization, percentile scale [4].

The design of psychological and diagnostic methods, as mentioned above, poses two questions for a practical psychologist: what signs, what psychological and psychophysiological features should be identified as an object of diagnosis and how to build a method, how to prove that the data obtained with its help diagnose the highlighted signs in other words that the method corresponds to the plan [4].

Having mentioned all the theories, we decided it appropriate to list some everyday recommendations for a beginner practical psychologist:

- ✓ • Define your goal and choose a methodology.
- ✓ • High-quality, competent translation for verbal tests with reviews.
- ✓ • Know the theory related to this technique and write during a literature review,

- ✓ ▪ Make a plan for testing.
- ✓ ▪ Select an institution, appoint a time for testing.
- ✓ ▪ Have a good command of the language of this culture, competently master the test instructions.
- ✓ ▪ Get to know a school psychologist to study and observe the test subjects' environment.
- ✓ ▪ Fix the time, study the psychological state of students.
- ✓ ▪ For each test, draw up a protocol and seal of this institution.

CONCLUSION

In conclusion, we can say that serious testologists argue that there is no test that is equally perceived by people of different cultures. It should be admitted that the author of the test inevitably introduces his knowledge, his algorithms, logical actions, his culture into the test he prepares, into the material that he invests in it [2].

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