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Основные требования к научным статьям, представляемым в международном научно-методическом журнале «Педагогическая акмеология» являются научные труды, рекомендованные для публикации основных научных результатов докторских (PhD), (DSc) диссертаций в соответствии с международными стандартами и «Положением о Высшей аттестационной комиссии» при Кабинете Министров Республики Узбекистан, в частности требования к электронным научно-техническим журналам.

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CREATING A BASE OF TEST QUESTIONS IN THE FIELD OF COMPUTER GRAPHICS USING ISPRING QUIZMAKER SOFTWARE

In this scientific article the importance of tests in assessing and monitoring the knowledge of listeners, students and pupils, general concepts of its composition, the use of test tasks in determining the knowledge of users of computer graphics, the use of information and communication technologies in creating and conducting test tasks, such as the use of the iSpring QuizMaker program opinions and comments are expressed. The main goal of the research is to propose ways to use software products in the implementation of the test method of determining the knowledge and potential of learners. Achieving this goal involves performing a number of tasks:

- *study of test tasks and their levels, as well as the scientific basis of creating test tasks;*
- *show the importance of using test tasks in determining the knowledge of listeners, students and pupils;*
- *provide a brief analysis of software products used in creating and conducting test assignments;*
- *provide information about iSpring QuizMaker software features;*
- *and presenting various types of tests using iSpring QuizMaker software .*

Keywords: *monitoring, individual, objective ,technology, expertise, rating, electronic, interactive, design, interactive, object, publication, parameter, system, settings, cloud service, platform.*

Ushbu ilmiy maqoladatinglovchi, talaba va o'quvchilarni bilimini baholash va monitoring qilishda testlarning ahamiyati, uni tuzish bo'yicha umumiy tushunchalar, kompyuter grafikasi fanidan foydalanuvchilarni bilimini aniqlashda test topshiriqlaridan foydalanish, test topshiriqlarini yaratish va o'tkazishda axborot kommunikatsion texnologiyalardan, xususan iSpring QuizMaker dasturini qo'llash bo'yicha fikr va mulohazalar bayon qilingan. Tadqiqotning asosiy maqsadi ta'lim oluvchilarning bilim, salohiyatini aniqlashning test usuli orqali amalga oshirishda dasturiy mahsulotlardan foydalanish yo'llarini taklif etishdir. Ushbu maqsadni amalga oshirish bir qator vazifalarni bajarishni nazarda tutadi:

- *test topshiriqlari va ularning darajalarini hamda test topshiriqlarini yaratishning ilmiy asoslarini o'rganish;*
- *tinglovchi, talaba va o'quvchilarning bilimini aniqlashda test topshiriqlaridan foydalanishning ahamiyati ko'rsatish;*
- *test topshiriqlarini yaratish va o'tkazishda ishlatiladigan dasturiy mahsulotlarning qisqacha tahlilini berish;*
- *iSpring QuizMaker dasturi xususiyatlari haqida ma'lumot berish;*
- *iSpring QuizMaker dasturi yordamida turli toifadagi testlarni yaratish hamda ularni taqdim etish.*

Kalit so'zlar: *monitoring, individual, obyektiv, texnologiya, ekspertiza, reyting, elektron, interaktiv, dizayn, interfaol, obyekt, publikatsiya, parametr, tizim, sozlamalar, bulutli xizmat, platforma.*

В данной научной статье рассматривается значение тестов в оценке и контроле знаний слушателей, студентов и школьников, общие понятия о его составе, использование тестовых заданий при определении знаний пользователей компьютерной графики, использование информационных и коммуникационных технологий в создание и проведение тестовых заданий, таких как использование программы iSpringQuizMaker, высказываются мнения и комментарии. Основная цель исследования – предложить способы использования программных продуктов при реализации тестового метода определения знаний и потенциала обучающихся. Достижение этой цели предполагает выполнение ряда задач:

- *изучение тестовых заданий и их уровней, а также научных основ создания тестовых*

заданий;

- показать важность использования тестовых заданий в определении знаний слушателей, студентов и учащихся;
- дать краткий анализ программных продуктов, используемых при создании и проведении тестовых заданий;
- предоставить информацию о возможностях программы iSpringQuizMaker;
- и проведение различных видов тестов с использованием программного обеспечения iSpringQuizMaker.

Ключевые слова: мониторинг, индивидуальный, объективный, технология, экспертиза, рейтинг, электронный, интерактивный, дизайн, интерактивный, объект, публикация, параметр, система, настройки, облачный сервис, платформа.

Enter. Today, one of the main issues is the introduction of advanced methods of teaching using modern pedagogical and information and communication technologies at all stages of the education system. In the assessment and monitoring of the quality of education, a lot of attention is paid to computer technologies, without which the moral means of evaluation of educational results cannot be realized. To do this, a large number of training and monitoring programs are used, which support various types of tasks and perform various tasks. The scientific-practical importance of our article is that it is theoretically significant as it can provide certain scientific materials for higher education institutions as an optimal solution in determining the level of knowledge and mastery of the subject. From a practical point of view, the research materials can be used practically in the teaching of information technologies, information communication technologies and computer graphics in all areas of the educational system [1;2].

The main part. Today, development is very fast and changing very fast. Almost every minute, changes, updates and unexpected events are happening in different parts of our planet. Every day we spend under a strong flow of information. The flow of information haunts us at home, at work and on vacation. A person cannot function normally without the flow of information. Understanding life, studying it, takes place by gathering and assimilating information. The level of knowledge of a person is also determined by the amount or amount of information acquired by a person during a certain period[3].

Therefore, paving the way to modern knowledge, effective use of new information technologies in improving education has become a requirement of today.

However, significant changes are taking place in the education system. Distance learning methods are used in the educational system. Distance learning is a new form of correspondence education. Distance learning is independent study. Independent reading develops a person's ability to think independently, assess the situation, conclude

and predict.

Any activity carried out by a person can and should be evaluated, which is especially important in the acquisition of knowledge. Modern tools for evaluating educational results allow it to be carried out in the shortest possible time, while they are primarily aimed at identifying development zones in existing educational methods. A teacher can conduct such an assessment independently, which is very convenient.

Modern tools for evaluation of educational results help to determine the results of the didactic process, and then adjust it to achieve the target results[4;5]. The information obtained with their help helps to understand that the teacher is doing his job well and that he can be entrusted with more responsible tasks.

Monitoring and evaluation appeared almost at the same time as the first teaching technologies, but teachers are still debating how to deal with them. In particular, some of them believe that assessment should determine student achievement, while others believe that it should be seen as an indicator of the success of the teaching method used. The truth is usually somewhere in the middle, although there is no clear definition of supervision, teachers evaluate their own work and the performance of their colleagues using available tools.

In the assessment and monitoring of the quality of education, a lot of attention is paid to computer technologies, without which modern means of evaluation of educational results cannot be realized. To do this, a large number of training and monitoring programs are used, which support various types of tasks and perform various tasks.

In this, special attention is paid to the interface, so that the student should feel comfortable and complete the task without any restrictions. The information that can be obtained with the help of electronic resources should be supplemented with special information about the characteristics of the student's thinking, memory and speech[6]. Also, in order to have a complete picture of the student's current level of knowledge, it is necessary to take into account his

166 communication skills, computer skills.

Thus, a modern tool for evaluating educational results helps to get the most objective picture of the student's current level of knowledge.

Nowadays, the use of test methods to control the mastery of listeners, readers and students in the learning process and accordingly plan the next processes is bearing its fruit. Among the advantages of the test, we can mention the following:

- less time is spent on control;
- provides an opportunity to determine the level of theoretical and practical knowledge in objective conditions;
- provides an opportunity to determine the level of theoretical and practical knowledge in objective conditions;
- it is possible to supervise a large number of students at the same time;
- knowledge results are quickly checked by the teacher;
- all students are asked questions of the same difficulty and the same conditions are created.

In some cases, 100 percent correct completion of recommended tests is required.

Before starting a new subject, it is recommended to use criterion-referenced tests to determine the student's readiness to learn this subject and his emotional and psychomotor state, as well as to group them for training [7].

Standardized tests are created on the basis of a program with certain standard requirements and are intended to determine the knowledge, skills and qualifications of the learner. There are types that determine the achieved level, abilities (including interests) and diagnosis.

Educators work with tests that measure more attainment and abilities.

Achievement tests are standardized tests that measure the amount of knowledge a learner has mastered in a specific domain. Such tests can be used for the whole group or individually, and different scoring systems can be used to calculate the results.

It is desirable to use a number of rational methods, including technical means, to facilitate the supervision process, to supervise a large number of students in a short period of time.

Advantages of Pedagogical Test Assessment:

- A pedagogical test structured in the same way is an objective assessment instrument for accurate measurement of the quality and level of a student's knowledge change, the result of which does not depend on the supervising assessor;
- Pedagogical test can fully cover the content of the educational material according to the subject program, when measuring the educational result by the test method, all students are graded

based on the same predetermined scale;

- it is convenient to use technical means of education in the assessment by test, this method allows to control the knowledge of all students with relatively little time and effort;

- It is possible to automate the evaluation by means of a pedagogical test method.

The pedagogical test method is also not without flaws:

- many forms of test control deprive the student of the opportunity to independently express oral and written answers;

- opportunity to show their knowledge, individual characteristics;

- the examiner can only choose the answer he thinks is correct, he cannot give his own answers.

Well-structured pedagogical tests increase the student's activity in learning, and vice versa, poorly structured tests can have a negative impact on the learning process. Therefore, the correct and appropriate use of pedagogical tests has a great impact on the educational process and its results. It serves to improve the quality of education.

Pedagogical test is a method of objective assessment of students' knowledge.

One of the important features of pedagogical technology is the realistic and diagnostic determination of the purpose of education and the objective assessment of the student's knowledge acquisition. Pedagogical tests can be a tool (method) for determining the student's level of knowledge acquisition and objective assessment. Pedagogical tests are used for current, intermediate and final control and assessment of student learning processes.

The consistency of test construction is as follows:

First of all, it is necessary to determine the amount of educational elements (educational tasks, assignments), that is, test tasks that make up the content of the subject section.

Secondly, it is necessary to determine the general and specific clarified goals of education.

Thirdly, it is appropriate to determine the specific characteristics of the test according to the nature of the subject.

Fourthly, it is necessary to develop a test task (question, assignment), and to create a test Fifth, it is necessary to conduct expert examination of the constructed test.

Sixth, the task of the expert test should be tested in the experiment.

Seventh, it is required to define test quality indicators.

There are, of course, reasons for this consistency in test design. First of all, it is

necessary to determine the amount of test tasks, because it depends on the purpose of the test, the amount of hours allocated to the subject, the number of test tasks, time, etc. Then it is necessary to determine the general and specific goals of the controlled educational subject, and then to determine the nature of the test. Examining the test makes it possible to eliminate some of its shortcomings [8]. Testing the test in practice allows to determine its quality, to find out the defects related to how the students perceive and understand the test tasks. Only after that, using the test in responsible situations will give good results.

Assessment of students' knowledge raises the question of "what should be assessed" before the teacher. Pedagogical technology asks the question "The level of achievement of the goals and objectives of teaching and learning the subject." In this case, it is necessary to connect the general goal with the activity of the teacher (learning, explaining, telling, demonstrating, etc.), and the tasks should be expressed in connection with the educational and cognitive activity of the students, that is, the educational task. Because the educational task (assignment) is an educational element that the student should be able to learn or do something that he did not know before.

The educational-cognitive task set before the student is the result of education, so what is checked and evaluated is the result of education, that is, the educational task learned by the student.

In order to create a test, it is first necessary to clearly express the learning task. In order to express and clarify educational tasks more clearly, it is necessary to follow the following:

- expressing learning tasks on each important issue of the subject;
- designation of each learning task with a sequence number;
- each learning task using the verbs "list, select, mark, calculate".
- each task implies exactly one result of education (it is not possible to give two or three different answers to the same question).
- it is possible to measure and evaluate the result and level of mastering each task, that is, whether the goal has been achieved.

Educational-cognitive tasks After teaching a topic, section or subject, it is necessary to create an opportunity to objectively assess the student's knowledge and skills (oral, written, rating or test method).

After clarifying the educational and cognitive tasks (clarified goals), the teacher creates test control tasks to check the educational result. Control tasks consist of questions, tasks, tasks that illuminate the content of the topic for oral inquiry,

written work or testing.

It is important to choose the correct form of the verb to express educational and cognitive tasks, as it should indicate the action that the student can perform after mastering this educational task. For example, to express educational tasks in the field of oral and written speech: tell, write, summarize, read, divide into syllables.

If the expected result in education is expressed in the form of an educational-cognitive task, it becomes easier to turn it into a pedagogical test, and it, in turn, serves to determine and check whether the educational result has been achieved.

Forms of Pedagogical Test According to the content of the test task, usually four different forms of Pedagogical Test are used: closed test, open test, compatibility and consistency tests. Pedagogical tests can be in other forms: textual, situational, chain, etc.

Closed test - the test condition consists of a question or task, a task and short answers, and often only one of the answers is more similar to the correct answer. A closed test may have several correct answers. The reason why it is called a closed test is that the examinee cannot give his own answer to the given condition (question), he can choose one of the answers presented in the test that he considers to be correct.

Currently, there are many programs that allow you to create an electronic test. Let's talk about the iSpring Suite software package.



One of the modern programs for creating online presentations and e-learning courses using a computer is the iSpring Suite. iSpring Suite includes iSpring Pro, iSpring QuizMaker, iSpring Kinetics. With their help, it is possible to organize a number of electronic publications, such as online presentation materials and educational courses enriched with audio, video, interactive elements and tests, various questionnaires, questionnaires, interactive tests.

Among iSpring's interactive products, iSpring QuizMaker is a designer of tests, surveys and quizzes. It is a very easy-to-use and very convenient program for creating interactive tasks, in which you can use all available multimedia files: images, audio, videos. Exact teachers will find the formula input tool very useful. There are 12 categories of questions in the program: 11 of them are automatic and one category is manual. Such a large selection of educational tasks provides a wide choice of using the program for students of different ages and for different forms of full-time and distance education.

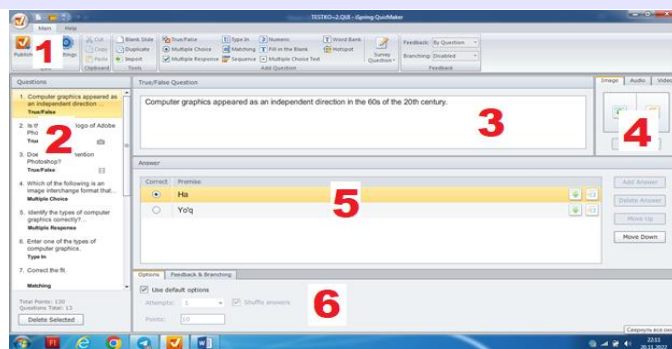
Until recently, iSpring QuizMaker could be purchased separately. It is now included in iSpring Suite Max, iSpring Suite and iSpring Presenter.

The development principle and test list were the same as iSpring Presenter. The only difference is the extended design and usability for distance learning.

Even before the final rejection of Flash technologies, iSpring offered to convert the presentations and tests you create to html-5 format, thereby avoiding the problems of many Flash-only services.

You can adapt prepared tests to take on different devices: computers, laptops, tablets and smartphones, including iPad and iPhone.

As you can see, many of the tasks you create can be used not only as tests, but also for remote work on the interactive whiteboard and as exercises in the classroom. Tasks related to sequencing, matching, word dragging, region selection, and object dragging may be most suitable for this. An overview of iSpring QuizMaker is shown in the figure below [9].



1- picture. Overview of iSpring QuizMaker.

The main window of iSpring QuizMaker consists of the following parts:

1. iSpring QuizMaker Ribbon;
2. List of questions ;
3. Question editing panel;
4. Media resource management panel;
5. Response editing panel;
6. Question properties panel.

There are different versions of iSpring QuizMaker, which allow you to create different types of tests accordingly. In general, these tests can be divided into 2 groups: evaluative and questionnaire tests (collecting information). The following types of tests can be created in version 6 of the program.

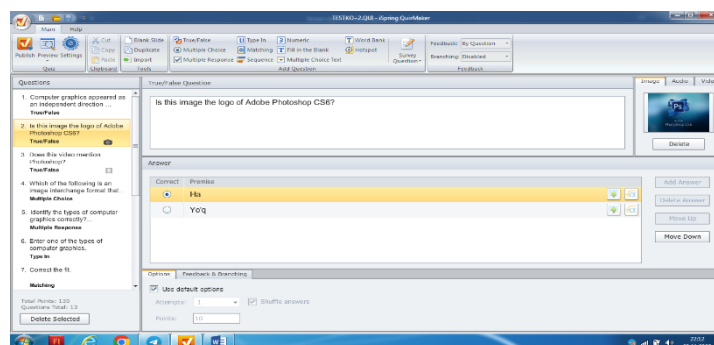
Table 1. Categories of questions

Test category	Parameters
The only choice	Choosing only one correct answer from several answer tasks.
Multiple choices	Choose one or more of the answers
true/ Incorrect	must determine whether the concept in the question is true or false.
Short text	The reader must enter the correct answer in the editable text box. Enter all options that are considered correct in the "Dopustimye otvety" list. Options can be case-sensitive (for example, "Hello World", "Hello world", "hello world").
Enter a number	A number must be entered in the answer field. The answer can be a whole number or a fraction. A dot is used as a separator for fractional numbers. In such a test question, the correct answer option can be given in points using several conditions. Which one of the given conditions is satisfied, this answer is considered correct. Conditions can be of the following types: – even (Ravno) [number] — the answer is considered correct if the given number is included; – between (Mejdu) [number1] and [number2] - the answer is correct if the entered number is in the range of given numbers. In this case, number 1 and number 2 are included in the range of these numbers; – big (Bolshe chem) [number] — the answer is correct if a number greater than the given number is entered; – greater or equal (Bolshe ili ravno) [number] — the answer is correct if the entered number is equal or greater; – small (Menshe chem) [number] — the answer is correct if it is less than the given number.

	<ul style="list-style-type: none"> – Menshe ili ravno) [number] — the answer is correct if the entered number is equal or smaller. – not equal (Ne ravno) [number] — the answer is correct if it is not equal to the entered number
Sequence	It is used to arrange the sequence of given answer options in the correct order
Choosing the right ones	The given questions and answers should be arranged in a row in accordance with each other
Fill in the blanks	the blanks in the text and leave one or more words blank . Enter the correct answer for each blank . Several correct answers can be given for each space. To enter another correct answer, open the list and click on the row? Add a new item and enter the correct answer option. The option is case-insensitive: if you typed "Hello World", then "Hello world", "hello world" are also considered correct.
Select from the list	test - taker must choose the correct answer option from a hidden list. Enter the text and save space for a few words or sentences from the hidden list by clicking the Insert list button. Each list must contain at least two elements. To add new options, open the list and click on the Insert new item line and enter the new option. The correct answer is determined by the key in the option list .
Word bank	appropriate words from the word bank in the blanks in the text. Type text and circle one or more words in the blank field, enter the correct options in the fields. Additional words can be added to the question and will be in the word bank, but they are not the correct answer word for any field. For this, they are additional words (Dopolnitelnyeslova) in the list.
Active area	The test taker must mark the area in the picture using markers. Select an image and add active fields to it. One picture can have active fields of several different shapes. It has the following forms: "Rectangle", "Oval", "Half line". Finish drawing a half line by double-clicking the mouse button. You can edit the field sizes when working with large images. To do this, click on the Razvernut button in the upper right corner of the test editing panel.
Essay	The test taker must write an extended answer to the given topic.

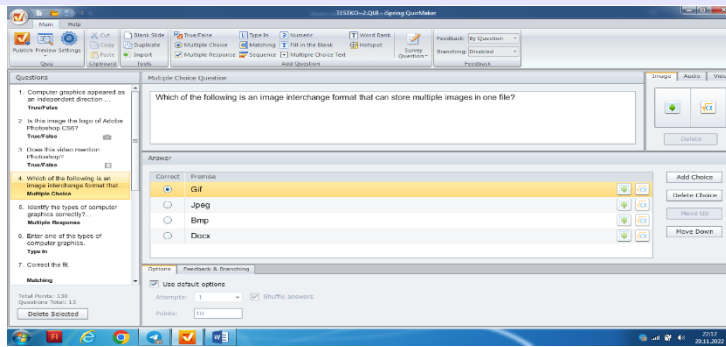
Now we will begin to create a practical test for these test categories. For this, the iSpring Suite program is launched. To create a new test, select the item "New test" from the "Tests" section. As a result, the main window of the iSpring QuizMaker program will appear on the computer screen.

1. True-False Test. In this case, the type of test corresponding to the form of the questionnaire question, there are only two answer options, the task is to confirm or deny the opinion.



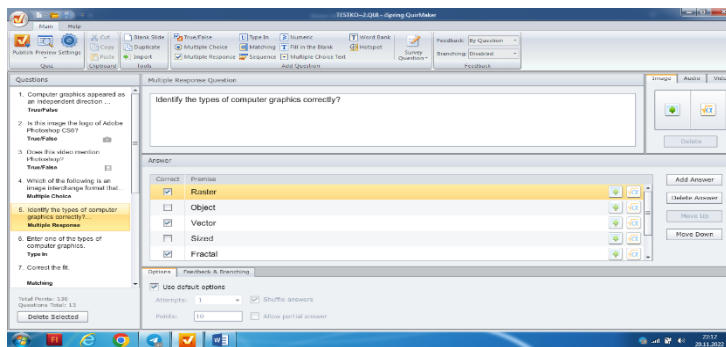
2-picture. A true-false test window.

2. One answer test. The difficulty of this test depends on the number of answer options. In this type of test, the answer options can be added as needed and the unnecessary ones can be deleted, but only one correct answer must be selected. You can add an image, sound file and video file to the question, and attach image files to the answer options.



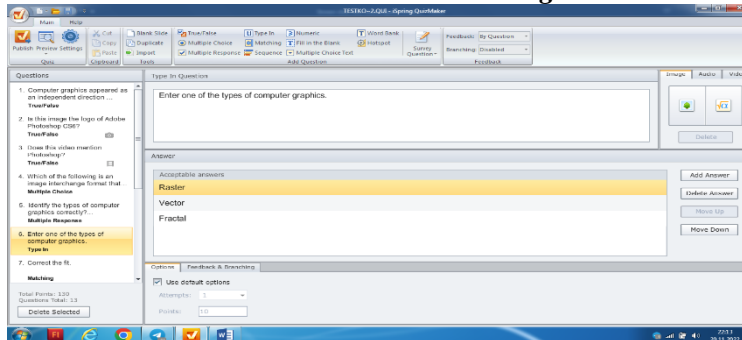
3-picture. One answer test box.

3. Multiple answer test. With the help of this type of test, it is possible to determine the student's opinion on several pieces of information, that is, it is possible to choose one or several answers as an answer. A partial evaluation method can also be used to evaluate such visual tests.



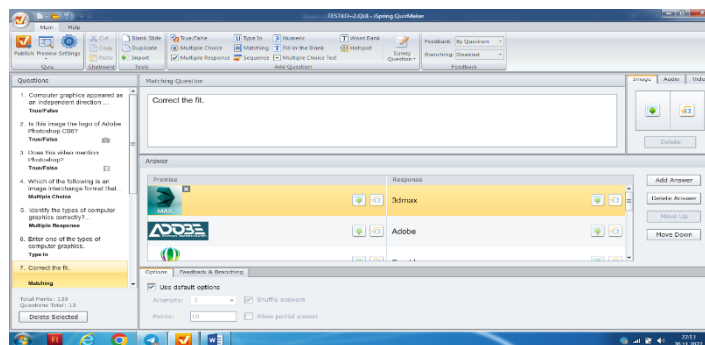
4- picture. Multiple choice test box.

4. Closed test. In this case, the answer option is entered by the student. Therefore, it is necessary to form a set of all possible answers as an answer to this test. Entering text is case-insensitive.



5- picture. Closed test window.

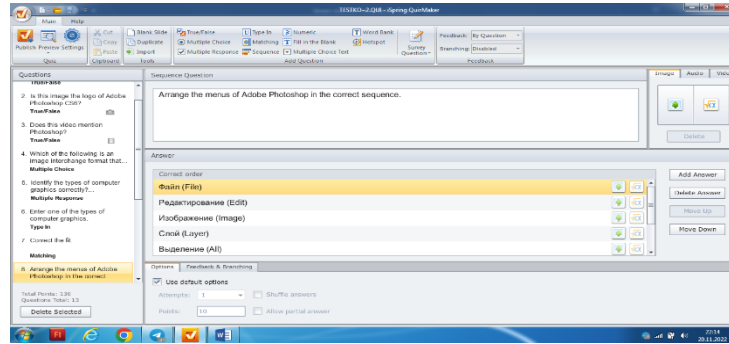
5. Matching. In this, several questions are combined with their respective answers.



6- picture. Compatibility Setup window.

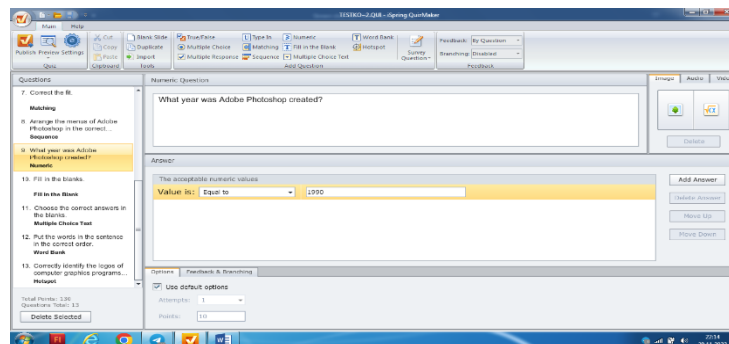
6. Sort the answers. In this case, it is required to sort the given answers in a predetermined

sequence.



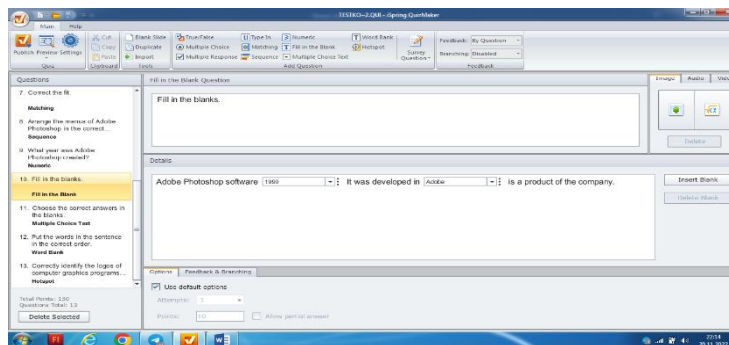
7- picture. Sort answers box.

7. Enter the number. The student must enter a number as the answer to the question.



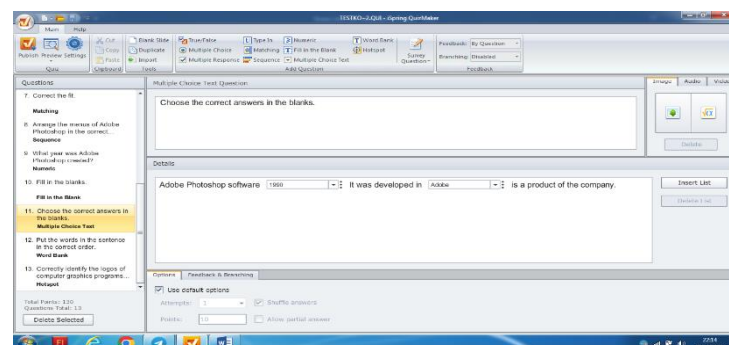
8- picture. Enter a number box.

8. Fill in the blanks . It is required to fill in one or more blank spaces in the text with the appropriate word. All possible occurrences of the words to be entered should be taken into account.



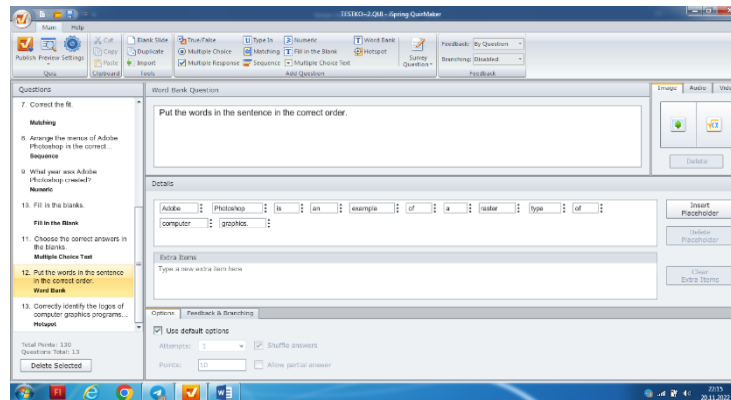
9- picture. Fill in the blanks window.

9. Question with answers. Answer options are listed in the empty parts of the question, you can select the correct one from these answer options.



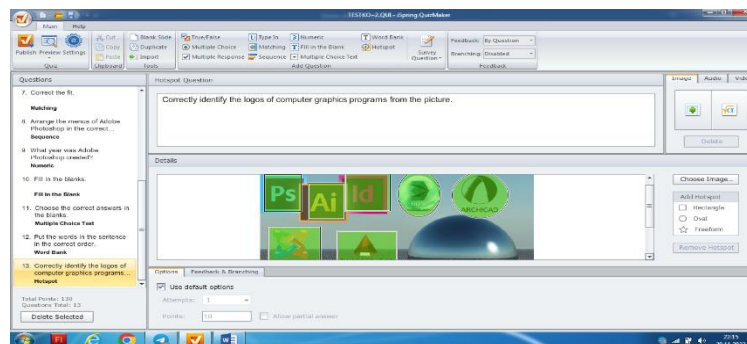
10- picture. Question box with answers.

10. Word bank. Place the desired words from the given words in the empty spaces of the text. To make the question more difficult, the number of words can be multiplied by the number of blanks.



11- picture. Word bank window.

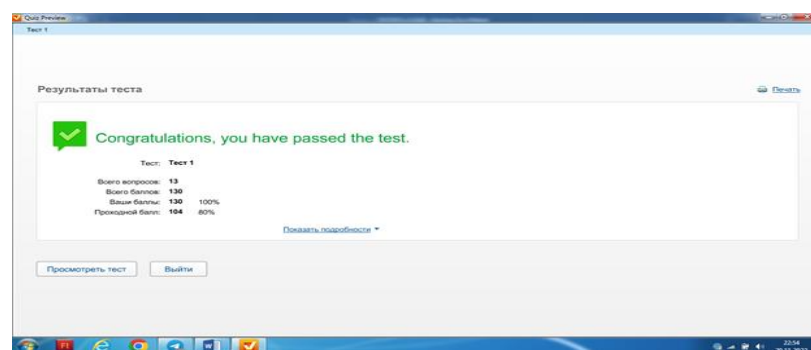
11. Question identifying the active area. In the question, there is a task to mark some area in the picture, and the area in this picture is selected by the student in the process of answering.



12 - picture . A question box identifying the active area.

After entering all the questions into the test database, it is necessary to configure the window for displaying the results to the user.

It is necessary to save the completed work in electronic form. By publishing the prepared electronic test, we will be able to solve the tests through the resulting trinagram file. If you successfully solve the tests, you can see the following text on the screen.



13 - picture .Test result window.

The output of this window means that the test tasks have been created successfully and that the test tasks can finally be used in practice. There are several buttons in the window that allow you to open the folder where the saved publication is located, send it by e-mail, put it on an ftp server, and

save it as an archive file.

Conclusion. Today, innovations in the field of education are being implemented at a rapid pace. In this regard, the test method is widely used today to determine the quality and efficiency of education as one of the reasons for improving the quality and

efficiency of education. Based on this, I can say that in the field of education, the Professor organizes the teacher's exam in this process, because it is required to know and check the basics of knowledge. Digitization of the education system is very common among these students today, because it is not only for the subject teacher who takes opportunity but also it provides students capacity in developing their skills such as independent learning, adaptation to personal learning and in self-study.

Scientific in our article basically the following looking he said:

– test tasks and their levels and the scientific basis of creating test tasks were studied;

– the importance of using test tasks in determining the knowledge of listeners, students and pupils was shown;

– a brief analysis of software products used in creating and conducting test tasks was given;

– Information about iSpring QuizMaker software features;

– Using the iSpring QuizMaker program, the creation of various types of tests and their presentation are presented in a sequential manner.

In addition, the information reviewed and presented in the scientific article can be used in the educational process to determine the knowledge of listeners, students and students, as well as the skills of users.

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