The use of various test forms in chemical education

O. V. Sergeeva, E. A. Kosilko
Belarusian State University, Minsk, Belarus, e-mail: o_sergeeva@yahoo.com

The use of tests and tasks in the test form to evaluate the results of students training has been wide-spread at all levels of the education management. These tasks can be applied for the control on the final stage of training as well as in the current teaching-learning process for the effective organization of the students’ self-training. As a rule, a very limited set of test forms is used in practice. Students are proposed to choose one or more right answers and (rarely) to complete the sentence (Form 1 and 2 correspondingly). Form 3 (to establish the correlation) and Form 4 (to arrange the sequence) are almost absent. The efficiency of so-called chain tasks, in which all the mentioned forms are linked in the logic chain devoted to the definite topic, is also underestimated. Possibilities to use test of forms 3 and 4 in the laboratory practicum on inorganic chemistry are shown and the set of corresponding tasks is offered in this work, as well as some examples of chain tasks for the secondary school course on inorganic chemistry are presented.