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EXAM TESTS AND THE ABILITY TO THINK INDEPENDENTLY

Annotation. The ability to think independently cannot be assessed using tests, so the best universities and specialized schools should have the right to admit applicants not only according to the assessments of state independent testing, but also taking into account the results of essays, presentations or solutions to non-standard problems.

Keywords: thinking, tests, state exam, testing and assessment of knowledge, education system, general education school, elite education, leader

In the modern world, tests are widely used to test students' knowledge, for example, in Russia – this is the Unified State Exam, in the USA – this is the SAT.

The test system of knowledge assessment has many advantages, in particular:

1. Objectivity.
2. Independence.
3. Standardness.

But the test system doesn't evaluate:

1. Broad-mindedness.
2. Ability to think independently.
3. Ability to understand complex texts.

The ability to think and think broadly is determined by writing essays; the ability to understand complex texts is evaluated by writing statements; the student's thinking abilities can be evaluated by solving non-standard tasks (for example, tasks with several correct answers) or in other ways.

For ordinary everyday life, the ability to think broadly and independently is not necessary: standard work is a regular repetition of the same operations, so the test system perfectly copes with evaluating a student as a future performer, but the test system is completely unsuited to identifying and evaluating those who will eventually become leaders: opinion leaders, business leaders, leaders in politics and so on.

Example №1. History. For everyday life, knowledge of history is not necessary, but at the level of making decisions on the fate of peoples and states, knowledge of history is absolutely necessary, because you should be friends with someone, ignore someone, and fight against some!

Example №2. Philosophy. For everyday life, knowledge of philosophy is not necessary, but to understand "who we are" and "who is not like us" philosophy is needed,

and then, in the development of these ideas, an understanding of the place of this community in the world is formed, which, along with history, directs the foreign and domestic policy of this people and state.

Studying philosophy makes it possible to understand the integrity of an object, studying history makes it possible to understand the unity of processes, and together-philosophy and history – make it possible to formulate a strategy that is needed in leadership positions, both in politics and in business.

Those ethnic groups, countries and communities of people who do not pay attention to their own and world history, as well as philosophy, do not know their place in this world, and therefore do not see their own path, which means that they are led along someone else's road on the way to oblivion.

Understanding their own and world history together with philosophy and logic guides peoples and states – it is because of this that huge amounts of money, millions of immigrants and armed armies move!

Mistakes in the choice of allies, in domestic politics, in the directions of economic and (or) armed expansion are very, very expensive for both countries and peoples – because of such mistakes, states and millions of people die [1], and huge capitals are wasted without benefit.

To combine the incompatible things-the test system and the ability to think - you should separate and supplement them: the test system is necessary and necessary as a tool for most people, and the assessment of the ability to think independently is necessary in rare cases.

In practice, it should look like this:

1. The country has a test system for assessing knowledge, which is used massively and widely, for everyone without exception.

2. Some of the best educational institutions, for example, Class 1A [2], should have the right to choose students based on non-test tasks. Such educational institutions (special schools and universities) should have the right to independently determine the selection criteria – they can use the results of national testing, or they can not use them at all.

Something similar has already been implemented in the form of sports, art, music, language, religious and other schools in which children receive limited accentuated knowledge, to the detriment of the national general education program.

Conclusions:

1. The state test system of knowledge assessment is necessary.
2. The best educational institutions in the country (universities and specialized schools) should have the right to independently determine the selection criteria for applicants, both using the results of state tests and without them, but only with the help of essays, presentations, solutions to problems with several correct answers, and so on.

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