

03

INTERNATIONAL EXPERIENCE IN QUALITY CONTROL OF EDUCATION

EXPERIENCIA INTERNACIONAL EN CONTROL DE CALIDAD DE LA EDUCACIÓN

Kseniya E. Kovalenko ¹

E-mail: kovalenko1288@mail.ru

ORCID: <https://orcid.org/0000-0001-6017-8933>

Natalia E. Kovalenko¹

E-mail: kke@email.asu.ru

ORCID: <https://orcid.org/0000-0003-4961-9480>

¹ Altai State University. Barnaul. Russian Federation.

Suggested citation (APA, sixth edition)

Kovalenko, K. E., & Kovalenko, N. E. (2019). International experience in quality control of education. *Revista Conrado*, 15(66), 22-24. Retrieved from <http://conrado.ucf.edu.cu/index.php/conrado>

ABSTRACT

Testing is still not a new, but a priority, tool for quality control of students' training: a test method for monitoring the quality of knowledge has clear advantages over other methods for evaluating learning outcomes. These include the high scientific validity of the test, manufacturability, the existence of the same test rules for all students and the rules for evaluating their results and the good compatibility of the method with modern educational technologies. In pedagogy, testing is called the experimental method, which is based on standardized tasks, the results of which are judged on the psychophysical and personal characteristics, as well as the knowledge and skills of the subject.

Keywords:

Testing, quality control, student, education, special education

RESUMEN

Las pruebas todavía no es una nueva, sino una prioridad, herramienta para el control de calidad de la formación de los estudiantes: un método de ensayo para el control de la calidad del conocimiento tiene claras ventajas sobre otros métodos de evaluación de los resultados del aprendizaje. Estos incluyen la alta validez científica de la prueba; fabricación; La existencia de las mismas reglas de prueba para todos los estudiantes y las reglas para la evaluación de sus resultados. Y también la buena compatibilidad del método con las tecnologías modernas de educación. En las pruebas de la pedagogía que se llama el método experimental, el cual está basado en tareas estandarizadas, cuyos resultados son juzgados por las características psicofísicas y personales, así como los conocimientos, habilidades y destrezas de la materia.

Palabras clave:

Pruebas, control de calidad, estudiante, educación, educación especial.

INTRODUCTION

Education is in the sphere of primary state interests. The state of the educational system largely depends on the future of the Russian state, its economic development, the level of welfare in society. In the conditions of formation of the “knowledge economy”, on the way to innovative development and increase of competitiveness in the world requires stable legislation aimed at maintenance and development of the organization of educational relations. The educational system must have the stability and the possibility of dynamic development, enshrined in the normative structures of educational legislation (Korelsky & Perevalov, 2002).

Since the Soviet times, the Russian system of higher education has focused on the primary development of theoretical research and fundamental sciences, which has been reflected in the structure of Russian specialists and the higher priority of abstract theories in relation to applied research and their specific economic application. At the same time in an innovation-type economy (Askerov, 2010).

In modern conditions it is extremely important to develop scientifically sound the concept of training specialists in financial, economic, commercial and other areas of knowledge that are of practical importance in the developed market environment, with the participation of leading educational centers and the Ministry of Education of the Russian Federation, which has already developed a set of federal targeted programs in the field of development of Russian science and training (Gribanov & Kovalenko, 2016). Teaching the theoretical foundations of managing social and economic processes should be synthesized with practical aspects of the commercialization of knowledge-based innovations and the use labor resources in the practice of innovative developments.

Control in the learning process is also characterized by great educational value, as it increases the responsibility for the work performed not only by students but also by teachers, encourages schoolchildren to systematically work and accurately perform the tasks, builds positive moral qualities and collectivist relations, creates healthy public opinion.

DEVELOPMENT

Since the 20-ies of the last century, when testing began in Russia for the first time, it underwent significant changes. Interest in testing by Russian teachers allowed us to study this method deeply (Arstanov, Pidkasisty & Khaydarov, 1980). A whole series of works has appeared, where the material on the test method for controlling the learning of

knowledge is described in detail. We would like to particularly note the work of authors Karpenko Domnikov & Belous (2011), systematized information about testing. For many years the main task of academic education was to prepare students for a large amount of knowledge within a particular area, ie. The formation of a layer of basic knowledge, the methods used to evaluate the results of training were quite satisfactory to teachers of higher education (Galyamova, et al., al, 2009). However, recent changes in the modern society prompted the revision of the goals of academic education: the emphasis is on teaching individuals with a high level of knowledge and problem-solving skills, etc. (Skobelkin, 1982).

Today in international practice, the evaluation system is sometimes called the “culture of testing”. It has the following features:

- Teaching and evaluation of learning outcomes are considered separate areas of activity, the first is the teacher’s responsibility, and the second is the evaluation experts (Kim, 2007).
- The test plan and the development of criteria for assessing the effectiveness of the test, as a rule, are not disclosed to students and are a mystery to them.
- Tests are designed to adapt to the format of the study and to test knowledge outside the context of a specific scientific field.
- Tests are usually given with time constraints and do not involve the use of materials and tools to provide support and assistance.

In this regard, I want to note the following circumstances:

- it seems appropriate to use in the test a task with the choice of several correct or several incorrect answers-
- testing should be carried out with subsequent testing of knowledge from the student, which makes it possible to exclude mechanical guessing.
- it is appropriate to use in the test contentively the same questions, but with different formulations for testing students’ knowledge, which will also exclude mechanical guessing and reveal the true deep knowledge of the individual.

CONCLUSIONS

In international practice, the following methods are recognized as effective for assessing learning outcomes:

- Tests with a simple and unambiguous answer.
- Tests with the establishment of content through the comparison of figures.
- Rating tests.

- Tests - associations (comparison of facts).
- Tests with the addition of phrases.
- Tests with options for answers.

The use of testing as a modern methodology for assessing learning outcomes imposes on the instructor the duty of skillful and moderate use, since There is a risk that he (the teacher), instead of focusing on the learning process, will train students to pass tests, or that tests will not be able to determine the real knowledge of truly gifted students.

BIBLIOGRAPHIC REFERENCES

Askerov, E. M. (2010). Automation of multi-criteria evaluation of the level of formation of professional competencies of future specialists. Moscow: Institute of Informatization of Education.

Arstanov, M. Z., Pidkasisty, P. I., & Khaydarov Z. S. (1980). Problem-model training: questions of theory and technology. Alma-Ata: OPS/OMS).

Galyamova, E.V., Karpenko, A.P., Sokolov, N.K.,&Yagudaev, G.G. (2009). Control of conceptual knowledge of the subject of training in the training system. *Bulletin of MADI (STU)*, 2 (17).

Girko, S. I., Gubareva, A. V., & Kovalenko, K.E. (2017). On the right of employees to additional vocational education: labor law and educational aspects. *Conrado*, 13(60). Retrieved from <https://conrado.ucf.edu.cu/index.php/conrado/article/view/576/607>

Gribanov, D. V., & Kovalenko, K.E. (2016). The realization of resoblessness. *State and Law*, 4.

Krasavchikov, O.A. (2005). Categories of civil law science. Selected Works. Moscow: Statut.

Kim, V. S. (2007). Testing of educational achievements. Ussuriisk: UGPI Publishing House.

Kovalenko, K.E. (2013). Some aspects of the new objective reality. *Middle East Journal of Scientific Research*, 16(6).

Kovalenko, K. E. (2014). The teaching of I.A. Il'in about advocacy. Barnaul.

Korelsky, V. M., & Perevalov, V. D. (2002). Theory of State and Law: A Textbook for High Schools. Moscow.

Prokofiev, N.O. (2006). Questions of the organization of computer knowledge control// *International electronic journal. Educational Technology & Society*, 9 (1).

Rudinsky, I. D., Askerov, E. M., Emelin, M. A., & Stroilov, N. A. (2006). Principles and technologies for the creation of an integrated automated knowledge control system. Information technology in education and science: Sat. Works of VNPk.

Rybalov, A. O. (2007). Problems of classification of civil legal relations. Saint Peterburg.

Skobelkin, V. N. (1982). Complex legal relationship or complex of legal relations? *Jurisprudence*, 2.

Verbitsky, A. A. (1990). Active methods of teaching in higher education: Contextual approach. Moscow.