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TÍTULO: Búsqueda de un nuevo enfoque para el método de prueba de control de la calidad de la educación: apelación a la experiencia internacional.

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RESUMEN: El método de las pruebas es prioritario para el control de la calidad del aprendizaje de los estudiantes. La prueba para monitorear la calidad del conocimiento tiene claras ventajas sobre otras para evaluar los resultados del aprendizaje e incluyen: la alta validez científica de la prueba; la fabricabilidad; la existencia de las mismas reglas de prueba para todos los estudiantes y las reglas para evaluar sus resultados, y la buena compatibilidad del método con las modernas tecnologías educativas. La prueba de pedagogía es un método experimental, que se basa en tareas estandarizadas, cuyos resultados se juzgan según las características psicofísicas y personales, así como los conocimientos, habilidades y destrezas de la materia.

PALABRAS CLAVES: pruebas, control de calidad, estudiante, educación, educación especial.

TITLE: Search for a new approach to the test method of quality control of education: appeal to international experience.

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ABSTRACT: The test method is a priority for the control of the quality of student learning. The test to monitor the quality of knowledge has clear advantages over others to evaluate learning outcomes and include: the high scientific validity of the test; manufacturability; the existence of the same test rules for all students and the rules to evaluate their results, and the good compatibility of the method with modern educational technologies. The pedagogy test is an experimental method, which is based on standardized tasks, whose results are judged according to the psychophysical and personal characteristics, as well as the knowledge, abilities and skills of the subject.

KEY WORDS: testing, quality control, student, education, special education.

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, and 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 (Akhmetyanova, et. al., 2018). The educational system must have the stability and the possibility of dynamic development, enshrined in the normative structures of educational legislation (Korelsky et al., 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).

Even with the purposeful generation within the system of higher education of creative promising young professionals capable of offering more and more technical solutions, modernization of the economy will be impossible without the parallel training of specialists in applied sciences and spheres of activity capable of using non-standard ideas in practice. All this requires the modification not so much of the profile of the main specialties (Krasavchikov, 2005), on which the system of university training should be oriented, but rather the modification of the existing to this day forms of scientific and technical creativity of students and the organization of their professional activities (Prokofiev, 2006).

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 et al, 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.

DEVELOPMENT.

Discussion and results.

In a broader sense, the term "testing" includes both the test method, the test result, and the interpretation of test results.

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 et al., 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 A.T., Domnikov A.S., Belous V.V., systematized information about testing (Kapenko et al., 2011).

For many years, the main task of academic education was to prepare students for a large amount of knowledge within a particular area (Skobelkin, 1982). 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., 2009). However, recent changes in the modern society prompted the revision of the goals of academic education (Bliznets, et. al., 2018): the emphasis is on teaching individuals with a high level of knowledge and problem-solving skills, etc.

Changing the goals of academic education naturally led to the search for a new approach to both the learning process and the system of knowledge assessment, prompted interest in studying and generalizing international experience (Rudinsky et al., 2006).

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.

A professionally designed test develops the following competencies for students:

- Cognitive skills, such as problem-solving skills, critical thinking skills, formulating questions, finding the right information, making informed decisions, using information effectively, making accurate observations and studies, analyzing data, presentation skills, writing and speaking, etc.
- Metacognitive skills, such as self-reflection and self-esteem.
- Social skills, such as conducting discussions and conversations, cooperation, work in a group, etc.
- Emotional predisposition; for example, perseverance, inner motivation, responsibility, self-sufficiency, independence, flexibility, and ability to cope with disappointments.

Began to be subjected to criticism of traditional tests.

Its essence lies in the fact that traditional tests do not reflect the real goals of training, do not quite adequately reflect the ability to solve problems (Kovalenko, 2014). This is explained, in particular, by the fact that it is necessary to choose "one right answer". Conventional tests often do not allow you to give several correct answers, while most problems or problems from real life do not have a unique solution, because they can be viewed from different points of view. Traditional tests, as a rule, stimulate memorization, not understanding (Rybalov, 2007).

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 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 this regard, the use of common tests "Over All Test", which are the main example of evaluation in educational practice, deserves attention. This new form of evaluation is currently used mainly at the faculties of business and law, economic sciences, where it was created.

The overall test assesses to what extent students have the opportunity to analyze problems and solve them using the appropriate tools. In addition, it determines whether students have the opportunity to find and choose the right answers, which are best suited for solving the problems posed, tasks, i.e. Know where and when.

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 those tests will not be able to determine the real knowledge of truly gifted students.

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