

**MANAGEMENT OF THE HIGHER EDUCATION
SYSTEM IN THE CONDITIONS OF MODERNIZATION.
EVALUATION SYSTEMS**

DOI <https://doi.org/10.30525/978-9934-26-312-5-44>

**SYSTEM OF TEST QUALITY CONTROL
OF STUDENTS' KNOWLEDGE**

**СИСТЕМА ТЕСТОВОГО КОНТРОЛЮ ЯКОСТІ
ЗАСВОЄНИХ ЗНАНЬ СТУДЕНТІВ**

Komisarenko N. O.

*PhD of Pedagogical Sciences,
Associate Professor,
Chief of the Department
of the Ukrainian
and Foreign Languages
of Uman National University
of Horticulture
Uman, Cherkasy region, Ukraine*

Комісаренко Н. О.

*кандидат педагогічних наук, доцент,
завідувач кафедри української
та іноземних мов
Уманський національний
університет садівництва
м. Умань, Черкаська область,
Україна*

The issue of pedagogical control of quality of students' knowledge becomes relevant in the context of transition of higher education system of Ukraine to the credit-module system of organizing the educational process. Pedagogical control is an integral part of the educational process and is closely related to other elements of the pedagogical system. Today in the field of education a new system of monitoring students' educational achievements is being developed focused on the use of pedagogical tests. The relevance of the development of tests is determined by their technological capabilities which in a fairly short period of time provide an opportunity to obtain objective information about the level of educational achievements of students.

Despite a significant number of works on learning control it should be noted that the issue of the method of test control of students' educational achievements has not been sufficiently investigated. The purpose of this article is the theoretical justification of the use of testing in the system

of pedagogical control, the analysis of the advantages of pedagogical tests and the problems of their implementation in the educational process.

Pedagogical control of students' educational achievements is carried out using various methods and forms. These are oral surveys, written control and independent works, seminars, tests, exams, etc. Each of the listed evaluation methods has its own advantages and disadvantages, which affect, to a certain extent, the control results. Nowadays with the introduction of the latest pedagogical technologies it is becoming irrational to use traditional assessment methods. More modern and objective methods are needed for measuring and evaluating the level of knowledge, abilities and skills of students. According to many modern scientists-pedagogues, such a method is test control which is intensively developing and spreading in the education system of our country. This spread is explained by the fact that unlike other control methods test control provides:

- objectivity and fairness of knowledge assessment;
- absence of emotional stress and overload, psychological impact on the student;
- transparency and publicity of control results;
- development of an individually differentiated approach to learning and independent work of students;
- the possibility of simultaneous control of a large audience under conditions of relatively small time spent on its implementation [4, p. 94].

Note that the basis of test control technology is pedagogical tests, which are a system of tasks. Pedagogical tests are also called achievement tests and success tests by a number of authors. There are several definitions of the test in the pedagogical literature. The test is defined as a set of specially selected tasks to reveal students' knowledge that require short, unambiguous answers [3, p. 14]. The test can also be understood as a set of tasks aimed at recognizing (measurement) the level (degree) of assimilation of certain parts of the learning content.

Let's briefly dwell on didactic requirements for test control of knowledge. Performance tests should be relatively short-term, that is, they should not require a lot of time; unequivocal – do not allow arbitrary interpretation of the test task; correct – exclude the possibility of formulating ambiguous answers; relatively short, requiring concise answers; informative – provide the possibility of correlating the quantitative assessment for the performance of the test with an ordinal or even interval scale of measurements; convenient – suitable for quick mathematical processing of the results; standard – suitable for wide practical application – measuring the level of education of the widest possible contingent

of students who master the same amount of knowledge at the same level of education.

It is not superfluous to point out that the test should consist of a sufficient number of test tasks. A. Auzina notes that a test is a task (question, task) for which the only possible correct answer can be predetermined (formulated). Such an answer is a standard against which the student's answer is compared [1, p. 1].

The results of scientific research and our own theoretical research convince us that the quality of test results depends on the purpose and conditions of testing, methods of data verification, on students' ability to work with tests, methodological preparation of teachers, as well as on the quality of interpretation of measurement results and a number of other factors.

Let's briefly dwell on the construction of standardized test tasks. Standardized tasks are of two types: with given answers (closed) and with free answers (open). Tasks with provided answers are divided into: selective (single-choice, multiple-choice, and restoration of the sequence) and matching (cross, compare and contrast, with multiple answers). Tasks with free writing of the answer are either for addition or for the list.

Single-choice tasks are used in cases where the answer consists of only one element for the situations offered to students for solving.

Multiple-choice tasks are used when the object of consideration has many constituent parts or properties and for its characterization it is necessary to provide their complete set which forms the correct answer.

Cross-tasks involve establishing a relationship, a correspondence between two (or more) lists of elements.

Comparison and contrast tasks consist of two or more lists of elements, in which the student must choose from the first elements that meet the requirements defined in the conditions of the task and find the corresponding elements in each of the lists.

Multiple-choice questions consist of a question and two or more lists. The first contains a list of objects and the others contain a list of their properties. When completing the task the student must choose the list of properties that are inherent to each of the given objects.

Completion tasks have the form of a statement (expression, sentence, numbers, formulas, etc.) in which one or more blanks are made that the student must fill in during the answer by entering words, numbers, symbols, conventional designations, etc.

The list task requires the student to list the constituent parts, properties, signs or characteristics of the object named in the task condition [2, p. 53].

Having highlighted the main didactic positions regarding the test control of students' educational achievements we will turn directly to the pedagogical practice of using tests in the educational process. In order to find out the place of test control in the educational achievement evaluation system a survey of students and teachers of Uman National University of Horticulture was conducted.

A questionnaire was conducted to study students' attitudes towards testing. 235 students of the Faculty of Management (2, 3, 4 years) participated in the study. Respondents had to answer two questions:

– have you had cases when you received a positive assessment based on the results of the test, but in fact had serious gaps in knowledge (yes; no; sometimes)?

– your attitude towards testing.

Since the questionnaire was anonymous, not burdensome with serious questions, we expected to receive objective answers.

The results of the survey turned out to be extremely unpredictable. Contrary to the fact that in the theory of test control this method of checking and evaluating knowledge is called the "method of objective control", 61 students (26%) admitted that they often received a positive undeserved evaluation; 78 students (33%) were sometimes in such a situation; and only 96 students (41%) indicated that they had never received biased test scores.

The students' answers regarding their attitude to test control turned out to be interesting. Out of 235 students 170 (72%) have a positive attitude to testing as a method of knowledge assessment. However, 65 students (28%) indicated that they were not satisfied with this method of knowledge control.

Thus during the survey it was found that the majority of students have a positive attitude to test control in the learning process.

Today in the educational process traditional methods – oral and written survey prevail among control methods. Most teachers use tests when testing students' knowledge and skills.

It should be noted that testing is used by many teachers as one of the means of current and final control of students' educational achievements in combination with other forms and methods of knowledge control.

We associate the prospects of our further scientific research with the detailed development of the methodology for preparing different-level test tasks and the procedure for valid test control.

References:

1. Auzina A. O., Holub G. H., Vozna A. M. A system of comprehensive diagnostics of the student's knowledge. Lviv : Lviv Banking Institute of the NBU. 2002. P. 40.
2. Vyhovska S. V., Butsyk I. M., Yamkovyi O. Yu. A collection of test tasks in the discipline "Pedagogy" for students of the training direction 6.010100 – "Social pedagogy" (OKR "Bachelor"). Part I. General basics of pedagogy. Didaktika/. K. : NAKKKiM, 2010. P. 96.
3. Test examination of students' knowledge / ed. N. M. Rosenberh. K. : Osvita. 1998. P. 168.
4. Yahodzinskyi A. Y., Muromtseva A. O., Ivanova L. V. etc. Assessment of students' knowledge and the quality of specialist training (methodical and methodological aspects). Under the editorship A. Y. Yahodzinskyi K. : IZMN, 1997. P. 216.