



THE USE OF TEST TASKS FOR THE CONTROL OF THE INDEPENDENT WORK OF STUDENTS IN THE DISCIPLINE “ADMINISTRATIVE LAW”

USO DE TAREAS DE PRUEBA PARA EL CONTROL DEL TRABAJO INDEPENDIENTE DE LOS ESTUDIANTES EN LA DISCIPLINA “DERECHO ADMINISTRATIVO”

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ABSTRACT

Control is an integral part, a component of the learning process, organically related to the study of program material, its comprehension, fixing and application, the formation of skills and abilities. The systematic exercise of control allows the teacher to bring into the system the material learned by schoolchildren for a certain period of material, to reveal successes in the teaching, gaps and shortcomings in the knowledge, skills of individual students and the whole class as a whole, and to determine the quality of learning. An objective analysis of the results of monitoring the educational activities of students serves as basis for the teacher and school leaders to determine the state of educational work and the measures, necessary to improve it. The exercised control by the teacher, combined with self-control, enables each student to see the results of the exercise and take measures to eliminate the discovered shortcomings.

Keywords:

Testing, quality control, student, education, special education.

RESUMEN

El control es una parte integral, un componente del proceso de aprendizaje, relacionado orgánicamente con el estudio del material del programa, su comprensión, corrección y aplicación, la formación de habilidades. El ejercicio sistemático de control permite al profesor incorporar al sistema el material aprendido por los escolares durante un cierto período de material, para revelar éxitos en la enseñanza, brechas y deficiencias en el conocimiento, las habilidades de los estudiantes individuales y de toda la clase en general, y para determinar la calidad del aprendizaje. Un análisis objetivo de los resultados del monitoreo de las actividades educativas de los estudiantes sirve como base para que los maestros y los líderes escolares determinen el estado del trabajo educativo y las medidas necesarias para mejorarlo. El control ejercido por el maestro, combinado con el autocontrol, permite a cada estudiante ver los resultados del ejercicio y tomar medidas para eliminar las deficiencias descubiertas.

Palabras clave:

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

INTRODUCTION

In the system of secondary and higher education, new educational technologies based on the achievements of modern science are now being actively introduced. 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).

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 (Verbitsky, 1990). 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).

Control has an important educational and developmental significance, contributing to the comprehensive study of schoolchildren by the teacher, the expansion, deepening and improvement of knowledge, skills and development of cognitive interests of students. Each student, actively participating in the monitoring process, not only answers the questions of the teacher and performs his tasks, but also comprehends the answers of his comrades, introduces corrections to them, and does additional work on insufficiently mastered material.

DEVELOPMENT

Lectures and other forms of pedagogical activity represent only one, the teaching side of the pedagogical process. The performance of tasks by the subjects is the second not less, and often the more important side of the pedagogical process. The main types of tasks - task, question, exercise, creative task, task in test form, test task, educational problem, course and thesis work and others.

Nowadays, along with tasks and developmental questions, tasks in a test form have gained a significant role. Learning without assignments is ineffective, and often harmful. The lack or lack of experience in solving educational tasks independently is transferred to the inability of a graduate of a school or university to successfully solve life problems later.

From this point of view, the current practice of planning, recording, evaluating, and paying for pedagogical work according to the number of lectures or lessons, without actually taking into account the quantity and quality of the tasks performed by students, is an anachronism that hampers the improvement of educational activities.

Effective assignment allows students to achieve a greater effect per unit of study time compared to other pedagogical tasks: to learn new elements of knowledge faster, to apply them more correctly, to improve knowledge reproduction, to improve the accuracy of presentation, etc. Nowadays, the effectiveness of tasks can be improved if it succeeds:

- Accurately select and formulate the content of the task. The formulation is not given in the form of a question, but in the form of a statement, the short answer to which turns it into true or false;
- To formulate the task in such a way that the computer can present it to the subjects;
- The computer can quickly recognize the correct answer from the wrong and quickly put the original test scores.

It was precisely in the issues of production and application of effective tasks that Russian education began to lag far behind global trends. This is one of the weakest points of Russian pedagogy and pedagogical education. Hence the urgency of the questions of the effectiveness and quality of pedagogical tasks.

In a broader sense, the term “testing” includes both the test method, the test result, and the interpretation of test results. The task submission system is the system in which the method of presenting test tasks to students is determined. The training test is most effective in electronic form, since it is difficult to reflect the movement of the test in the blank form of presentation.

When computer testing is solved one of the problems - changing issues. The teacher does not spend time on reworking the questions completely, he changes only the answers and adds one or two questions to the test. In many test shells, test results, as a rule, are saved and it is possible to trace how the student's understanding and understanding of the phenomenon has changed. The

teacher can also diagnose the methods and methods of presenting the new material and the process of its perception by the students.

The system of checking and processing the results of test tasks is determining the number of correct answers, the speed of passing the test and determining the number of second-level questions that the student spent on finding the correct answer. Since the tasks are presented in electronic form, the processing of the results occurs automatically. In this case, the teacher receives full information about how the student passed the test.

The training test has the following feature: with its help, it is possible not only to improve the quality of training, but also to diagnose undigested fragments of educational material.

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, Askerov, Emelin & Stroilov, 2006).

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.
- 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, 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).

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.

The main advantages of testing in relation to other forms of control lie in the efficiency, objectivity and independence of the teacher's possible subjectivity, guaranteed by measurement, the function of which is to supply quantitative information. The disadvantages of testing include the unification of the language testing procedure, which excludes taking into account individual cognitive styles and the student-centered approach, as well as the fact that students often mistakenly rely on luck.

One of the differences of the test from the tasks of other types (for example, test, and exam) is its polyfunctionality. The use of test tasks in the control function of independent work of students allows you to establish the fact of knowledge / ignorance or possession / non-possession of students of specific language material and individual speech skills that must be acquired during independent work.

Independent work of students is focused on consolidating the studied lexical units, on improving the skills of using grammatical structures, reading, listening, translating, and writing. Consequently, the objects of testing are selected or elements of the language (tests of vocabulary, grammar), or speech activity (in this case, the test tasks are based on the conditions of real speech activity in which the student listens or reads specific texts, sounding or writing).

The most typical tasks in the tests are: cross-selection, alternative choice, multiple selection, ordering, completion, substitution, transformation, intra-linguistic paraphrase, translation, close-procedure, etc.

The main requirements for test tasks include the following:

1. Each test has a specific goal, a task that requires an unambiguous solution.
2. Test items must contain only one, clearly defined difficulty.
3. Test assignments must have clear wording.

4. Tests should be built on the studied language material.
5. Tests should be economical (requiring a small amount of time to perform)
6. Tasks in the test should be placed on the degree of increase of difficulties.

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