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Problems of test control implementation in reparation of future social workers of aviation industry

The article represents clarifying the various advantages and disadvantages of the test control, the problem of didactic tests creating for specialists of social field, highlights background of test technologies in the training of future social workers. The author analyzes the various advantages and disadvantages of test control, the problem of didactic tests creating for specialists of social field, highlights background of test technologies in the training of future social workers.

One of the modernization direction of future social workers' preparation is improvement of control system of their knowledge, skills and acquirements. Meanwhile, it should be understood that there exists no "universal" control system. Combination of traditional and innovative methods must be determined by competences which a social worker must possess, requirements to his or her theoretical and practical preparation, that is in particular connected with specifics of future activity. Correspondingly, one of the problem which requires a solution is designation of test control's role and its combination with other kinds of control in a process of education management of future social workers.

The researches of O.M.Kotikov [1], Yu.O.Matviienko [2], M.I.Radchenko [1], T.V.Petrenko [3], Iu.P.Shatylo [5] have been dedicated to problems of control and self-control in preparation of future specialists at the higher school.

The researchers whose works are dedicated to problems of didactic testology advance various difficult requests for constructing and exploiting didactic test tasks. M.B. Chelyshkova [6] distinguishes 18 stages of pedagogic tests constructing; E. A. Myxaiilychev [7, p.109] specifies techniques for creating of test tasks which are built according to principles of programmed studies; V.M. Matviienko [8] establishes a definition "polytomic mark" and divides tasks on a correct order into three varieties: "crossed", "selectively cohesive" and "matrix". Although, as authors of a manual "Test technologies at an educational establishment" [9, p.57] deem, in the process of tests creating, compliance of all the requirements for their professional creating is hardly ever necessary. For example, tests which do not compulsory require thorough standardization can be used during execution of current control. That provides an opportunity to simplify a procedure of doing tests which will have 5 stages, not 18. Therefore, the solution of the problem of research and methodological maintenance of implementation of the test technologies in the educational process requires provision of precise practical recommendations as for their use with taking into account advantages and disadvantages of test control and

also specifics of a specialty which students obtain, in particular a social worker, a manager of social field.

Nowadays the role of test control in study is increasing. In particular, the implementation of modular and rating system in the study process of higher educational establishments requires application of test control for estimation of students' knowledge. What are distinctive peculiarities of test control in? As the analysis of correspondent literature demonstrates, the test control has plenty of advantages. Although all of them can be converged into two main advantages: high technological effectiveness of control holding and objectivity of its results.

Technological effectiveness of the test control is provided by such its peculiarities as simplicity, formality of the mark designation procedure, precision and unambiguity of test tasks formulating, an opportunity to cover a big capacity of material for restricted quantity of time, an opportunity of nonexpendable repetition of revision conditions, orientation and modern educational technologies, universality, multifunctionality (control, diagnostics, correction of educational process) etc..

The objectivity of this control method is demonstrated by independence of its results from relationships of a teacher and a student, in quantitative criteria of a mark, by equal requirements for knowledge and skills of students due to using tasks of the same difficulty, by maintenance of permanent feedback between a student and a teacher, etc..

Therefore, the basic advantage of the test control in our conditions is an opportunity to check a large quantity of students' works for restricted time according to the developed criteria and blank forms prepared beforehand.

Although tests have plenty of substantial disadvantages which can be divided into three groups: 1) content-related (probability of random choice of a correct answer or a guess about it); 2) psychological (standardization of cogitation without taking into account peculiarities of a personality; absence of conditions for speech development); 3) organizational and methodical (a large expenditure of time for creating a necessary "bank" of tests, their variants, labour intensity of the process; necessity of high qualification of teachers and experts who develop the test tasks) [10, p.185].

Therefore, a question arises – how to minimize the disadvantages of the test control and optimize its advantages?

With the help of testing, knowledge, skills, acquirements and notions are checked oftener than other features.

There exist plenty of tests. The tests of starting, intermediate and summative control are used in the practice of preparation of future social workers at the sub-faculty of social technologies of the Educational and Scientific Institute of Humanities. In particular, starting tests are used for enrollment to magistracy, intermediate tests as a kind of modular control and summative tests as the final control. According to a form, tests are divided into tests of closed form– as for relevancy, and as for correct sequence in the case of an open form. In a process of preparation, on the stage of starting control teachers of the sub-faculty use tests of closed form, intermediate control – as for correct sequence, summative control– tests of open form.

We specify an example of multiple test task of closed form with unspecified quantity of correct answers on a discipline “Social work in the employment field”:

Determine impact factors as for a proposal at the employment market:

- A) demographic situation,
- B) level of economic activity of the population,
- C) intensity of labour power release,
- D) system of payment for labour.

We also stipulate an example of test task where one correct answer should be chosen on the proposed question on a discipline “Social work with families”:

Name a form of existence of a modern family:

- A) exogamy;
- B) apunalua family;
- C) anuclear family.

Creating didactic tests, teachers of the sub-faculty conducts this in a few stages: structuring of study material, a choice of optimal form of test tasks, development of test tasks, determination of test quality, standardization and perfection of a test. The experience demonstrates that the most effective forms of test control (and at the same time the most difficult for creating) are closed multiply tests with one correct answer. During implementation of the preparation, from totality of test tasks after their approbation only those test tasks should be chosen, which do not have prompts and which are not too complicated or too easy.

With the aim to overcome such disadvantages of the test control as standardization of cogitation without taking into account individual peculiarities of students, teachers of the sub-faculty of social technologies use combined control which provides a combination of test tasks with other innovative methods of control: method of a certain occurrence (that is especially topical for specialists on social work), self-control and mutual control of students, essay, case study and etc.. In particular, such form of control as self-control is executed with the help of “Self-control Card” developed by teachers of the sub-faculty which enables students to trace their study achievements and plan own trajectory of achieving successfulness. With the aim of speech development, it is reasonable to supplement test control with role games and business games which enable to obtain skills and acquirements to express own thought, prove it, persuade an interlocutor, that is what in totality complies a program of trainings established at the sub-faculty of social technologies: “Training of personal advancement”, “Training of professional communication in social work”, “Training of psychological preparation of social workers”, etc..

In a process of teaching disciplines of cycles of preparation on environmental studies and general economics, professional and practical preparation, self-sufficient choice of an educational establishment and free choice of students, teachers of the sub-faculty of social technologies also use innovative methods of control as intellectual quiz, competition, colloquium. The specific means of control are brainstorm, study portfolio, heuristics talks, express control. The use of the specified methodologies have a range of advantages, because the most of them can be also characterized as a form of educational lesson and as a form of control of knowledge, skills and acquirements of a student. Meanwhile, the criteria of students’ answers have a universal character. The results of students’ activity are estimated by any

numeric scale (ranged by marks 5, 10, 100, etc.). Suchtrite system of results estimation provides a wide variety of opportunities of their transformation into a mark (including a summative mark) of knowledge on a discipline.

On the basis of the existing approaches to the establishment of the students' knowledge control in total and in particular the test control, it can be stated that there exist no "universal" system of control. The combination of traditional and innovative methods can be defined by competences which a social worker must possess, requirements for his/her theoretical and practical preparation what is in particular connected with the future activity.

Conclusion: The test control of students' knowledge has its advantages (technological efficiency, objectivity) and disadvantages (content-related, psychological, organizational and methodical). It has been explored that one of the way to overcome disadvantages of the test control is combination of test control with other methods and forms of control which can be also considered as a study method or a lesson form: business games and role games, modeling of practical situations, case-study, educational portfolio, brainstorm, etc.. Such approach which has proved its effectiveness inpractice of preparationof future social workers of aviation industry at the sub-faculty of social technologies enables taking into account individual and psychological peculiarities of students of speaking development activation and persuading impact, increase of students' motivation to study and mastering a future profession.

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