KNOWLEDGE CONTROL OF FOREIGN STUDENTS IN THE DISTANCE LEARNING FORMAT AT THE INITIAL STAGE OF TRAINING

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Abstract

This article is devoted to the actual problem of knowledge control of foreign students in the distance learning format at the initial stage of training. The article describes the existing methods for monitoring of knowledge of foreign students in the online format and also proposes new approaches.

Keywords: online learning, knowledge control, proctoring, oral control.

1   INTRODUCTION [ARIAL, 12-POINT, BOLD, UPPER CASE AND LEFT ALIG.]

Currently, training at preparatory departments is mainly in the distance format, in which, as it turned out, the problem of monitoring students' knowledge is the most important. This new format of training revealed a number of difficulties associated with knowledge control of foreign students.

2   METHODOLOGY

The theoretical basis of the study was the existing key provisions of distance learning, set out in the works of a number of researchers: E.S. Polat [1], N.V. Lomovtseva [2], L.A. Gavrilova [3]. The key problem is identifying the listener during knowledge control. The choice of knowledge control methods should be determined by the communicative approach to learning [4]. Much attention is paid to the test as a tool that allows identifying the level of knowledge and assimilation of material by students [4]. However, there are the following problems when controlling knowledge using tests on distance learning platforms: insufficient quality of test items, unreliability of test results [5].

Obviously, no form of student control, except for monitoring through a webcam (proctoring), will exclude all problem situations. However, it has a low bandwidth, since it involves constant monitoring of images from students' webcams by observers.

3   RESULTS

The research has shown that a paradoxical situation is currently emerging, since the real academic performance of students often does not coincide with the results of knowledge control: the results of knowledge control run counter to the knowledge that students really have.

4   CONCLUSIONS

1. A proctoring system for remote control of knowledge is necessary. However at present it is important to solve the problem of knowledge control by other methods.

2. It is necessary to change the approach to assessing students' progress throughout the semester.

3. It is necessary to change the approach to conducting current and final control.

4. Methods of oral control should be used more actively.

5. Criteria should be developed to assess students (level of activity in discussions; ability to ask questions, use terms and concepts on the topic being studied, etc.).

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