*Malygin A. A., Chelyshkova M. B.*

# ASSURING THE QUALITY OF STUDENT ASSESSMENTS IN THE FINAL EXAMINATION

***Abstract***. Introduction. The variety of educational trajectories, the implementation of which is possible in modern conditions when students master educational programs, the modular principle embedded in the curricula, and the opportunities provided to the universities for choosing the forms, methods and means of forming and evaluating the learning outcomes specified by educational standards in a competency-based interpretation, introduce significant uncertainty in conducting final examination of graduates. Uncertainty in the final examination increases the spread of requirements for the quality of graduate training, due to the meta-latent nature of competencies and the lack of well-formulated indicators in many areas of training, which should be in the operational, i.e. having an unambiguous interpretation during measurements, the form to display the observed signs of the manifestation of competencies. The current trends in educational assessment during final examination lead to the fact that its results are characterized by high subjectivity (i.e. low reliability), low suitability for assessing the level of competence formation (low validity), and complete incompatibility.

Purpose of the article. The main purpose of this article is to present approaches designed to improve the quality of student assessments in the final examination.

Research Methods. The theoretical and methodological foundations of the study are: methodology and theory of educational measurements; methodology of the competency-based approach to the interpretation of learning outcomes; methodology of evidence-based approach.

To achieve this goal, the following methods have been used: analysis of Russian and foreign literature in the field of educational measurements; analysis of existing practices of final examination for educational programs in various specialties and areas of training; generalization of the practice of developing funds of evaluation tools in universities.

Results. The high quality of assessments is ensured by a set of measures designed to increase the reliability, validity and authenticity of the measurement results in the final examination. This becomes possible if attestation procedures are based on an evidence-based approach and measurements based on the theory of educational measurements are used.

Conclusions. The use of tools in the final assessment, including tests and multiple cases, in combination with an evidence-based approach, will ensure

and improve the quality of student assessments from the standpoint of increasing their reliability, validity and authenticity. This is evidenced by the experience of numerous test services, including the experience of accrediting healthcare professionals in Russia, where multiple interactive cases (situational tasks) have been performed by test takers at the third stage of accreditation since 2018. The use of cases in the educational process allows students to: develop their competencies, skills and abilities for the practical application of the acquired knowledge; demonstrate their abilities to work with significant amounts of information, including the ability to collect additional information, analyze it, integrate and interpret it for the problem posed; apply the skills of critical thinking and systems thinking; demonstrate decision-making skills based on situation analysis; demonstrate skills in diagnosing, identifying the causes of a problem, analyzing its relationships with external factors in real life, etc.

*Ivanov M. S., Parnikova T. A., Gulyaev V. P.*

# ASSESSMENT OF MOTIVATION OF STUDENTS TO ENGINEERING QUALITY ACTIVITIES MANUAL TECHNICAL LABOR

***Abstract***. The paper discusses the main provisions that justify the development and application of a methodology for establishing the level of motivation and readiness of students to master professional competencies in the field of operation of machines and other technical systems. It is indicated that the developed methodology, introduced into the plan of teaching locksmith practice, allows assessing the degree of overcoming the physical and mental loads that increase in the course of performing the operations of the technological process of manual technical labor, requiring self-mobilization of the individual. The results of the experimental study showed that the weakly expressed or absent motivation and readiness of trainees to perform high-quality manual labor operations is explained by the low level of formation of manual labor skills in metal processing among the youth of the region, and also requires studying the influence of socio-economic transformations of society and the prevailing mentality in the formation of

the required professional competencies of the individual.

*Zhukovsky S. V.*

# MODEL OF PEDAGOGICAL SUPPORT OF PROFESSIONAL ADAPTATION OF MILITARY SPECIALISTS: STRUCTURAL AND CONTENT CHARACTERISTICS

*Abstract*. The article presents the results of developing a model of pedagogical support for the professional adaptation of young officers. The relevance of the study is determined by the specifics of the sphere of military labor, the special nature of the professional activity of officer cadres, which is characterized by high intensity and multifunctionality, efficiency and tension, requiring effective professional adaptation from military specialists, especially in the initial period of their service activities in primary officer positions. The study found that the optimization of professional adaptation can be ensured by organizing pedagogical support for the adaptation process in the military environment, implemented within the framework of the model of the same name. In the introduction, the key concepts for the study of "professional adaptation" and "pedagogical support of professional adaptation" are considered, which determined the initial methodological positions of the study and the structural layout of the model. The main part of the work is devoted to the characteristics of the structural blocks that make up the architecture of the model of pedagogical support for the professional adaptation of young officers (normative-target, content-organizational, evaluative-corrective), stages of the organization of pedagogical support professional adaptation of military specialists (analytical-diagnostic, orientational, practical-effective and personality-stabilizing)and organizational and pedagogical conditions that ensure its effectiveness. Based on the results of the study, it was noted that the developed and tested model helps to increase the effectiveness of the professional adaptation of young officers and can be applied in various professional systems in the process of training future specialists.

*Keywords*: officer, military specialist, professional adaptation, pedagogical support, organizational and pedagogical conditions, model

Abstract. Introduction. Compliance with the principles of academic integrity has been at the centre of attention across disciplines since the middle of the last century, but the spread of ICT-enabled learning has led to a new stage of research.

Materials and Methods. This article aims to answer two related questions:

Is cheating an inevitable "side effect" of distance learning? 2) What motivates students to violate academic integrity norms in online learning? To answer these questions, a questionnaire was administered to second-year advertising and law students at the Higher School of Economics. Eight multiple choice projective questions were formulated and posted on the Internet resource preserving the anonymity of the respondents.

Results. The results were analysed, the data presented in the form of diagrams confirmed only a part of our assumptions: the online format encourages students to engage in academic fraud, with the material benefit of a tuition discount perceived by respondents as a sufficiently strong circumstance to violate academic morals. Most students agreed that cheating is an integral part of learning. Contrary to our assumptions, the online exam is not a situation where they are more likely to cheat. The threat of punishment is not an incentive for most respondents to refrain from cheating. The responses did not support the assumption that relationships within the academic group influence the frequency of cheating.

Discussion and Conclusion. The results only partially confirmed the hypothesis that the online learning format encourages cheating. It is likely that after a more profound analysis of motivation, there will be recommendations to transform the rating and discount system to reduce the level of students' involvement in academic dishonesty. Another potential tool could be to educate students about academic ethics, since the survey showed that the attitude towards cheating as a tradition and the insufficiently regulated punishment system create an environment conducive to unethical behaviour.

Keywords: distance learning, ICT, higher education, academic integrity, cheating, learning motivation

the materials. We are grateful to the anonymous reviewers for their attention to our work and constructive comments to improve its quality.

*Zelenina T. I., Toikina O. V.*

## PROMOTION STRATEGIES OF MULTILINGUAL EDUCATION IN A MULTIETHNIC REGION

***Abstract***. In recent decades, the demand for multilingual educational programs has increased both in Russia and abroad. Nevertheless, some practical attempts to implement multilingualism experience into the educational environment in Russia provoked a public outcry-mandatory inclusion of learning a second foreign language as a separate academic discipline in public schools caused discontent within parents and students. Meanwhile, applicants for foreign language faculties at higher education are interested in multilingual foreign language programs. The preference is shifting towards European languages, Chinese and Arabic, while English-only programs lose attraction. There is an issue with determination of the role and importance of Russian and other native languages in the multilingual education system at all educational levels. Therefore, the object of the study is the field of foreign and bilingual language education, which opposites are the preservation of national identity and internationalization strategies. The purpose of this research is to develop strategies of multilingual education in multiethnic regions of the Russian Federation using the example of the Udmurt Republic. The results of these studies: detection of the strengths and weaknesses in multilingual education models, analysis of the experience of foreign and bilingual language programs of the Udmurt Republic, definition of the most attractive models of multilingual education in Russian educational market, assessment of multilingual education strategies in Russia and their promotion in the global market.

*Kurovskaya Yu. G., Shchetinskaya V. A.*

# "THERE IS A POWER OF GRACE IN THE CONSONANCE OF THE WORDS OF THE LIVING": THE IMAGE OF THE CITY IN THE TEXTBOOKS OF Z. I. ROMANOVSKAYA "THE LIVING WORD"

**Abstract**. The article reveals the features of the presentation of the city in the textbooks of Zinaida Ivanovna Romanovskaya "The Living Word", intended for a three-year elementary school and published by the "Prosveshchenie" publishing house in 1995. This subject line is aimed at revealing the cognitive potential of younger schoolchildren, at developing their mental abilities, strong-willed qualities, culture of behavior and sensory perception of the world around them. In accordance with the concept of developmental education, which underlies the textbooks, the author invites students to look at a colorful picture of the world created on the basis of fiction as the art of words and cognitive texts. The purpose of the study is to identify and characterize the image of the city in the textbooks "Living Word". The article shows how the city "comes to life" on the pages of an educational book by means of a "living" word, and how a multifaceted image of the Motherland appears in front of the student, who seems to be making an exciting and useful journey through different cities, their city streets, parks, palaces and industrial facilities. In the textbooks "The Living Word", the city communicates with the reader, telling about the realities of the present and the traditions of the past days, about the glorious pages of biography and the achievements of its inhabitants. And through the emerging image of the city, children understand the greatness of Russia and become closer to their people and their country.

**Keywords**: developmental education, textbooks for elementary school, Romanovskaya Zinaida Ivanovna, picture of the world, image of the city

*Badalova M., Shustova I. Yu.*

# PROSPECTS FOR THE DEVELOPMENT OF ADDITIONAL EDUCATION (ON THE EXAMPLE OF MULTIDISCIPLINARY CHILDREN'S SCHOOLS "BARKAMOL AVLOD" IN THE REPUBLIC OF UZBEKISTAN)

*Abstract*. This article discusses the process of formation of a modern system of additional education for children in the Republic of Uzbekistan; the main objectives of the development of the system of additional education are highlighted, the institutions of additional education "Barkamol avlod" are characterized, the process of transforming the system of extracurricular additional education into a modern system of education is described. The role of the child-adult community in the system of additional education is described. The work used theoretical and historical analysis. The results of the analysis clearly demonstrate the change in the role of additional education in the process of socialization of the individual. As an example of the development of a system of extracurricular activities, the experience of multidisciplinary children's centers "Barkamol avlod" is taken.

*Keywords*: continuing education, additional education, leisure, children-adult community

*Akhmedova E. I., Rudinskiy I. D.*

# ORGANIZATION OF ETHNO-CULTURAL EDUCATION OF PRIMARY SCHOOL STUDENTS IN AN INSTITUTION OF ADDITIONAL EDUCATION AS A PEDAGOGICAL PROBLEM

*Abstract*. The article deals with the problem of the organization of ethnocultural education of primary school students in an institution of additional education. The relevance of this problem is due to the globalization process and the peculiarities of the modern culturally diverse society. The purpose of the study is to analyze aspects that have a direct impact on the organization of ethno-cultural education of primary school students in an institution of additional education. The analysis of the main aspects of multicultural and ethno-cultural education and the differences between them, definitions of ethno-cultural education formulated by various authors are presented. The place of institutions of additional education in the

educational system is considered — the main characteristics, differences from institutions of general education, the purpose of the implementation of educational activities. The key issue of the article is the problem of the organization of ethno-cultural education of primary school students in an institution of additional education within the framework of educational-cognitive and play activities, which is the formation of the ethnic identity of the personality of students aged 6 to 11 years. The main components of ethno-cultural education in the context of its implementation within a certain social group are presented (propaedeutic, fundamental, activity-oriented), the features of the formation of mental activity of students aged 6–11 years (the dominant visual-figurative form of thinking, the beginning of the formation of personal reflection, the features of the functioning of memory and others), criteria for creating an emotionally positive atmosphere of classes (axiological, cognitive-informative, emotionalmotivational), aspects of the ethnic portrait of the region. The assumption is substantiated that ethno-cultural education, properly organized by a teacher, will allow students of additional education institutions at the age of 6–11 to form such qualities as ethnic self-awareness, tolerant attitude to other cultures, the skill of intercultural interaction, ethno-cultural reflection.

*Sosnovskaya N. I.*

## MODERN ETHNOPEDAGOGIC THEORY IN CHINA: TOWARDS THE DEFINITION OF THE KEY CONCEPT

*Abstract*. Chinese culture keeps its traditions and customs for over two and a half thousand years. Leading researchers say that education and dedication of Chinese people to their traditions were the main factors for cultural strength. In search of information about transformations of childhood and its educational context, Russian pedagogical science especially interested in ethno-pedagogical foundation in modern Chinese. Now it seems more important than ever as the shift of the geopolitical landscape has a great influence on education and pedagogy.

Purpose of the article. The main aim is to describe the scientific structure within Chinese ethno-pedagogical theory by studying and analyzing key ethno-pedagogical directions.

Methodology and research methods. The main research methods are analysis and synthesis of materials from Chinese universities' open databases, popular scientific publications and Chinese monographs. Abstraction, analogy, descriptive, analytical interpretive, historical-dialectical, comparative-contrastive methods were used during the research.

Results. An analysis of scientific and literature sources of the studied subject demonstrated the presence in Chinese pedagogical culture of three significant directions (folklore education, folk pedagogy and pedagogy of national minorities).

Conclusion. Analysis of the situation in Chinese pedagogical science concerning theoretical understanding of the heritage of Chinese folk pedagogy indicates the presence of certain ethno-pedagogical directions. Their content corresponds to Russian ethno-pedagogical theory.

*Obukhov S. P.*

## WAYS OF MEASURING COMPUTATIONAL THINKING: A REVIEW OF INTERNATIONAL PRACTICE

*Abstract*. Computational thinking (CT) is a concept that has been widely used in publications around the world since 2006. The topic is actively developing, with papers on CT being the basis of curriculum programs in computer science, programming, and computer science. Authors around the world not only define this concept through a set of competencies that relate to it, but also offer measurement tools. These tools differ from one another in the set of competencies to be measured and in the way the assessment process is organized. Researchers and practices who set out to measure CT are challenged to find a tool that fits their objectives and the set of competencies they want to measure. Finding such a tool can take extra time.

This article helps you make a decision in selecting tools for measuring computational thinking. It provides an overview of eleven different tools for measuring CT or the competencies that go with it. The tools are compared by

the set of competencies they measure and grouped by the way the assessment process is organized. There are three categories of ways to organize the assessment process: 1) tools based on the analysis of program code written by test participants; 2) tools based on examples of program code; 3) tools based on typical tasks.

As one of the results, the paper also presents a table classifying different measurement tools by the set of measurable competencies and comparing these sets to an "average" set of CT competencies. As a basic, "averaged" set of competencies, the set from W. J. Shute work "Demystifying of Computational Thinking" is considered.