

# СТУДЕНЧЕСКАЯ МЕДИЦИНСКАЯ НАУКА XXI ВЕКА

## V ФОРУМ МОЛОДЕЖНЫХ НАУЧНЫХ ОБЩЕСТВ

Материалы XX международной  
научно-практической конференции студентов  
и молодых ученых и V Форума  
молодежных научных обществ



28-29 октября  
2020 года

МИНИСТЕРСТВО ЗДРАВООХРАНЕНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ  
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МЕДИЦИНСКИЙ УНИВЕРСИТЕТ»

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В сборнике представлены материалы докладов, прочитанных на научно-практической конференции студентов и молодых ученых. Сборник посвящен актуальным вопросам современной медицины и включает материалы по следующим направлениям: «Медико-биологические науки», «Хирургические болезни», «Здоровая мать – здоровый ребенок», «Внутренние болезни», «Инфекции», «Общественное здоровье и здравоохранение, гигиена и эпидемиология», «Стоматология», «Лекарственные средства», «Социально-гуманитарные науки», «Военная и экстремальная медицина».

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## EDUCATION QUALITY MONITORING AS A TOOL FOR IMPLEMENTING A HIGH QUALITY EDUCATIONAL MODEL

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**Annotation:** The aim of the research is to form an optimal model for monitoring the quality of student knowledge. The methods, used to achieve this goal, have included conducting an experiment and analyzing it. The results of the research are: an average score of the experimental group has increased from 4,0 to 4,5 (0.5 points), while the results of the second group increased from 4,1 to 4,3 (0.2 points) and the third remained the same. This shows that using test control and oral questioning for monitoring the quality of education is necessary to achieve the growth of student performance.

**Key words:** monitoring, quality, education, test control.

**Introduction.** Building education in the latest context, modernization of all its components is becoming a priority. Ukraine has clearly defined the guidelines for entering the educational and scientific space of Europe, is improving educational activities in the context of European requirements, has taken concrete steps for practical accession to the Bologna Process. The main task for the transition period is to implement the European Credit Transfer System (ECTS) provided for in the Bologna Declaration<sup>[1]</sup>. It is seen as a means of increasing student mobility during the transition from one curriculum to another. ECTS should become a multi-purpose tool for recognition and mobility. One of the most important indicators is the level of students' knowledge of the disciplines being studied. The most objective means of assessing the level of knowledge is currently considered to be tests that allow to impartially assess the academic achievements of students. We tried to determine which of the methods for assessing student performance will be most effective: test assessment, oral assessment by the teacher or the combination of two.

A distinctive feature of the test is the presence of measurement, the function of which is to provide quantitative and qualitative information on the progress of training, diagnostics of deficiencies, predicting success. Test control differs from other control methods (oral and written exams) in that it is a specially prepared control set of tasks that allows you to reliably and adequately quantify students' knowledge using statistical methods. Tests are qualitative and objective assessment method. Objectivity is achieved by standardizing the testing procedure, standardizing and verifying the quality of tasks and the test as a whole.

According to the English association NEAB, which deals with the final certification of students in the UK, testing can reduce the number of appeals more

than three times; make the assessment procedure the same for all students regardless of place of residence and type of educational institution<sup>[2]</sup>.

**Aim:** to form an optimal model for monitoring the quality of student knowledge.

**Methods and materials:** The methods, used to achieve this goal, have included conducting an experiment and analyzing it. The student's average score has been chosen as an indicator of the quality of education.

Three groups of students have been identified, 30 people each. The first one has been given tests and was questioned by teachers throughout the whole month, the knowledge of the second has been tested only subjectively by teachers and the third one has been given only tests. The progress of students in the discipline "Hygiene and Ecology" has been taken into account. Below are the results of the study.

**Table 1.** Change in student performance depending on the method used for assessing the quality of knowledge.

	<b>Test + oral examination</b>	<b>Only oral examination</b>	<b>Only tests</b>
<b>Average score before research</b>	4,0	4,1	4,0
<b>Average score after research</b>	4,5	4,3	4,0

**Conclusion.** Using only tests cannot appreciate the depth of knowledge and has an element of luck in it, while using only oral examination takes more time, which could have been spent explaining the material and is much more subjective. Combining these two methods shows the best result. Test can cover a large amount of material, puts each student in the same conditions, and the standardization of the conduction and assessment criteria of the test control makes it an objective method of assessment. However, the use of the oral exam can assess the depth of student's knowledge, its flexibility and the ability to use it, which is very important for medical students. Moreover, the element of luck and memorization of the material is excluded, because in order to pass the exam, the student needs to understand the material, and not memorize, as for the test part.

In our opinion, the tool for implementing a high-quality educational model can be monitoring the quality of education, the main component of which can be approved as monitoring of student achievement using test systems and face-to-face exams. Current practice and research suggest that there is currently no comprehensive model for monitoring the quality of student education, which will be able to allow systematic, transparent and effective monitoring of the dynamics of personality development.

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