The role of assessing knowledge in the organization of distance education system

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ABSTRACT

The article deals with the issues based on the role of assessing knowledge in the organization of distance education system. The quality assessment system is considered the main factor of quality indicators in distance learning. For identifying factor that determine the quality of education, it is proposed to study dependence of the quality of distance learning on the characteristics of each component of the system of distance learning.

Keywords: Quality of education, quality of distance learning, educational materials (repository), a system for delivering materials to a student, an assessment system, learning outcomes, student model.

Introduction

The assessment of the quality of distance education should be close to assessing the quality of regular full-time or part-time education. So, the quality of education is as a complex of knowledge and skills, must meet the same requirements outside depending on the form of training. The assessment of quality by indicators of the organization. In the field of education, it is possible to manage the quality of education is based on both an assessment knowledge and skills of graduates by testing and assessing the performance of the organization, process and learning tools. It is necessary to identify those factors (system, elements), control which can provide the required quality of education [1].

To identify the factors that determine the quality of education, it is advisable for considering the components of the learning process. Quality depends on the characteristics of each component. System of components are the learner, teacher, teaching materials (repository), delivery system of materials for the trainee, the system for evaluating the learning outcomes, the model of the trainee (his profile) [2]. Relationships in architecture represent the data streams that are exchanged participants in the learning process. The teacher or administration system manages selection of training materials from the repository based on information about the student’s profile, the results of assessing student behavior and repository metadata. Selected training materials are transferred to the trainee, and information about the testing part is delivered the evaluation component through the delivery component. The learner performs educational procedures, affect the component “evaluation”, change data in the student’s profile. In the process of studying the material, the student can exchange information directly with the teacher [3].

The factor from the component “teacher” is the qualifications of the teachers. When distance learning, there are several categories of teachers - these are the authors of educational materials, teachers-consultants, teachers-lecturers. Influence of educational authors, materials on the quality of training can be taken into account through quality control of educational materials. To control the quality of teaching staff, the teacher can use traditional approaches based on the control of the availability of academic degrees and titles, participation of teachers in scientific research, etc.

Quality control of delivery vehicles is reduced to control of quantitative and qualitative
characteristics of the material and technical support of the educational process. There are characteristics of computers and network equipment in the distance learning.

The component “assessment” determines the effectiveness of the student’s knowledge control and feedback “student-teacher”. When assessing the quality of distance learning is related to the quality of the testing systems. Finally, the quality of education largely depends on the quality of teaching materials, location in the depository.

The quality indicator (system element) characterize the attribute or group of attributes, the quality of distance education (or training). There are several groups of indicators for characterizing the quality of remote education in the control system of quality. According to the concept of “information education”, the quality of education is characterized by the following groups of indicators [4]:

- Indicators of the quality of educational content;
- Indicators of the quality of learning technologies;
- Indicators of the quality of education results.

This division of indicators into groups corresponds to the proposed grouping quality indicators for the following aspects and properties of the provision, organization and conducting the educational process:

- Curricula and programs;
- Base of educational materials;
- technical support;

Methods and technologies for conducting training sessions, include testing trainees (procedures for intermediate and final control, it is possible to use the results of the survey of trainees):

- The capabilities of the production subsystem;
- Staffing;
- Organizational support.

The choice of groups of indicators and specific indicators of quality should be subordinated the following requirements: you need to take into account the main indicators, which, firstly, affect significantly the quality of the distance learning process, secondly, it can be evaluated for practical use in a quality management system.

The group “Curricula and programs” includes the following indicators:

- Compliance of curricula with existing professional standards education;
- Availability of training programs, their compliance with professional standards of education, the current state of the subject area and didactic requirements.

Currently, exemplary curricula have been developed for all disciplines. Higher education appends to vocational education standards; therefore, it should be about work programs of disciplines.

The group “Base of educational materials” includes the following elements of the quality of electronic textbooks [4]:

- Compliance of the content of the textbook with the approved curriculum;
- Compliance of the volume of material with the established standards;
- Correspondence of the content of the textbook and its form;
- Completeness of the composition (complete set) of the textbook;
- Modernity of educational material;
Indicators of the group “Technical support of distance learning”:

- Sufficiency in quantitative terms of computer equipment for educational classes, the degree of its compliance with the requirements for computers for system of distance learning;
- Bandwidth of data transmission channels.

The group “Methods and technologies for conducting training sessions in the system of distance learning” includes quality elements that characterize communication technologies, teacher-student, student-student and carry out control activities:

- The degree of availability of teachers;
- Convenience of the form of communication between teacher-student and student-student;
- Objectivity and completeness of the examination of the training of trainees when conducting control activities (examination and test sessions, project defense);

Provision of a cycle of laboratory work and course design are necessary software tools. Along with technologies that provide for the work of students under a permanent control and guidance from human teachers, find application of technology training under the guidance of virtual teachers, which are intelligent training systems. In this case, the indicators come to the quality of online textbooks characterize their role as “virtual teachers”.

Indicators of the group “Capabilities of the production subsystem”:

- Characteristics of tools for the development of electronic (online) textbooks and teaching aids;
- Availability and performance of equipment for making hard copies, video courses, CDs.
- Indicators of the “Staffing” group:

  The percentage of teachers for doctoral degrees and candidate of sciences and without a degree, availability of scientific and / or methodological publications from teachers, authorship in distance learning courses recommend for replication.

Indicators of the group “Organizational support”:

- Availability of an automated document management system, often called the electronic dean’s office,
- Availability of a quality management system for training.

In conclusion, The quality management system is a documentary system that includes description of the institution’s quality assurance policy, various documents on the regulation of the duties and powers of persons related to quality assurance, requirements for the resources of distance learning that is used for quality indicators of training materials and procedures of the educational process, action plans to ensure these requirements, etc.

REFERENCES: