

В целом это позволит наметить отдельные подходы к совершенствованию общей системы управления учебным процессом.

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ON THE ISSUE OF ASSESSING THE QUALITY OF VOCATIONAL TRAINING OF STUDENTS AND GRADUATES IN THE UNIVERSITY

Yu. V. Sidorenko

*Samara State Technical University,
Department «Production of building materials, products and structures»,
Russian Federation*

Development of quality assessment system of vocational training of students and graduates is one of the most pressing issues of modern higher education. According to the requirements of the new standards need to work with the database of appraisal funds in the competency assessment tools format for educational programs and testing the quality of training of graduates. Federal state educational standards focused on the production of competencies, that is, the body of knowledge, skills and personal qualities that will enable the graduate to become competitive in the labor market and successfully realized as a specialist. Competence is the sign of personality, characterized by their ability to solve problems arising in work and social activities, using the knowledge, skills, experience, individual abilities, etc.

Traditional pedagogy is analytic, shares the process of activity, highlighting it with theoretical and practical orientation; pedagogic competencies marks the union of theoretical and practical problems occurring in the course of work activity or training simulation. Competence, combining knowledge and skills, also includes a social component, behavior and motivation, which is a common result of the training. The graduate is not enough to have only the necessary information (knowledge), the ability of their application in practice (skills), and adjusting the skills to automaticity (skills). Accordingly, to evaluate the professional competence as a whole (not individual items), carrying out traditional forms of control in teaching (examinations and tests) is difficult. Tools based on the means of assessment of content and activity in high school training component includes mapping of competencies and their expression, which, in particular, is carried out in the methods of testing the knowledge and skills related to the professional activity (within the situational

tasks); Protection of term papers and projects; implementation workshops that allow students to turn out and exercise jurisdiction; availability of integrated final exam questions; development of special computer tests to check the competence, etc. [1, 2]. However, to develop a control and measuring material, which reflects the development of educational programs, marked by competence, is not easy. At the present time a very positive proven testing technology and the case in the form of gauges problematic nature of the tasks proposed for understanding different situations. Among the positive qualities of the test to assess the knowledge: the timely monitoring of educational activity of each student; work with modern computer-based testing technologies; the possibility of combining with traditional pedagogical supervision; uniform requirements for the test, etc. Qualitatively prepared tests are able to affect the majority of the working sections of the curriculum. Objective test control is also considered one of the elements of the feedback principle. In testing as a method of control of knowledge, has its drawbacks; in general, this is just one of the ways of evaluation of educational achievements. Tests must meet certain requirements, among which: the validity, certainty, uniqueness, simplicity, reliability, taking into account learning objectives.

Also in some cases the standard sample (consistent, complete and accurate description of the job) is to be submitted. For example, among the possible test items under the heading “Types of mineral binders, its properties and characteristics” (discipline “Building materials”) for undergraduates:

- The definition of “concrete”. The standard response is: Concrete is an artificial stone material obtained by molding and hardening a concrete mix.

- Classification of concrete varieties on an inorganic binder and the structure of mind. By type of inorganic binder: The structure: The standard responses are: By type of inorganic binder: silicates, gypsum, cement. According to the structure: mesh, macroporous, with conjoint structure.

- Complete name of the main Portland cement clinker minerals (in cement chemist notation): C_3S C_2S , ..., The standard responses are: C_3A , C_4AF .

Case method involves simulation of professional situations in which the proposed interpretation is a task and a vector path to solve them. Among the positive aspects of case-method: the urgency is a problem; high motivation and activity of students; development of skills to independently find the necessary information and apply it to the work; the formation of goal-setting skills, situation analysis, decision-making in accordance with the original data and the requirements of the standards; development of critical evaluation, self-control; finding the optimal number of solutions and choosing the right, etc.

As one example, to simulate the professional tasks can be presented on “Selection of heavy concrete composition” (discipline “Building materials”). Teacher, with an emphasis on clarifying certain information data requirements, standards, etc., can make conclusions about the formation of a variety of students’ professional competencies. Basic knowledge of the calculation of the composition of raw materials per 1 m^3 of concrete is an important base for optimal rationally chosen composition of the mixture, including the requirements for homogeneity and workability. The quality of materials used for the manufacture of heavy concrete (i. e., cement, coarse (large) and fine (small) aggregate particles, water and additives) ultimately determine its composition, physical and mechanical properties and durability. In order to properly select and calculate the consumption of raw materials, it is important to take into account the operational requirements for the concrete and construction, manufacturing technology. Therefore, students need to know (or to make an independent choice of data) of the brand design of concrete and concrete class in the source

data such tasks (e. g., M200, B15); indicator of workability of the concrete mix (for example, a mixture of the movable, characterized mark P1); as starting raw materials (cement and brand appearance indicator of normal density, etc.; pretend stamp shatter coarse aggregate, fine aggregate particles size, etc.); minimum acceptable flow of cement per 1 m³ of mixture depending on the seal conditions and a mixture of further operation of the concrete. Among the indicator points to check: evaluation of compliance submitted in the required grade of concrete materials (e.g., to obtain qualitative structure of cement stone in concrete cement activity should be in the range of 0.7–2 on the required strength of the concrete (i. e. concrete M200 brand cement must select at least M400)); calculation of the water-to-cement ratio for moving mixtures; determining the initial flow rate, taking into account the requirements of the standards, the original characteristics of the concrete mix (P1), cement (normal density) and fillers. After production of concrete in laboratory conditions necessary for a standard method to evaluate the resulting mobility and to compare it with the original data (in some cases the composition of the adjustment is required).

The use of such case-method is particularly effective in working with small groups of students, when taken over the known methods and technologies in the studied activity occurs modeling probabilistic situations are subject to additional methods and techniques from different disciplines, an evaluation of the adequacy of the proposed solutions.

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ОБ ОРГАНИЗАЦИИ КУРСОВОГО ПРОЕКТИРОВАНИЯ В LMS MOODLE

А. В. Сычѐв

Учреждение образования «Гомельский государственный технический университет имени П. О. Сухого», Республика Беларусь

Курсовой проект (курсовая работа) является видом самостоятельной работы студентов по решению учебной задачи конструкторского или технологического характера в рамках изучаемой учебной дисциплины в соответствии с установленными требованиями. Основная цель такого вида учебной деятельности – закрепление теоретического материала и приобретение компетенций проведения теоретических и экспериментальных исследований, проектирования различных объектов техники и технологий, проведения инженерных расчетов, а также оформления полученных результатов. Порядок организации курсового проектирования устанавливается локальными нормативно-правовыми актами, разрабатываемыми учреждениями образования на основании руководящих документов [1]. Как правило, этот порядок предусматривает ответственность руководителя курсового проекта (далее – руководителя) за следующее:

- контроль качества выполненной работы;
- регулярный контроль за ходом выполнения студентом проекта;
- методическое руководство работой студента над проектом в соответствии с заданием.

Внедрение в учебную деятельность учреждений образования информационно-