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# DEVELOPMENT OF THE EDUCATIONAL SYSTEM: EUROPEAN VECTOR

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AND PRACTICAL INTERNET CONFERENCE

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# DEVELOPMENT OF A CONTROL ENVIRONMENT FOR VERIFYING THE KNOWLEDGE OF GRADUATES SPECIALTY A5.33 VOCATIONAL EDUCATION (POWER ENGINEERING, ELECTRICAL ENGINEERING AND ELECTROMECHANICS)

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In the current conditions of modernization of the vocational education system, one of the key tasks is the creation of effective control environments for testing the knowledge of applicants. This problem is of particular importance in the training of energy specialists, where the quality of training directly affects the level of their professional competence. Control environments are an important tool for ensuring the objectivity, consistency and reliability of the assessment process.

Scientific works by Ukrainian and foreign scientists consider various aspects of knowledge control: from traditional forms (oral survey, written tasks) to modern information and communication systems (online testing, automated platforms). In particular, researchers emphasize that the use of software solutions makes it possible to reduce subjectivity, increase student motivation and provide feedback in real time [1; 3].

In our works, we considered certain aspects of the implementation of innovative forms of control in the professional training of future specialists, where we emphasized the feasibility of integrating electronic educational resources into the knowledge testing system [4, 6, 7].

The purpose of this work is to determine the features of the development and use of controlling environments in the process of testing the knowledge of applicants for the specialty A5.33 Professional education (Power Engineering, Electrical Engineering and Electromechanics), as well as to reveal their role in the formation of professional competence of future teachers of the energy direction.

The development of controlling environments in vocational education involves taking into account several key aspects. Firstly, this is methodological support, which determines the goals, criteria and indicators of knowledge testing. Secondly, this is a technological component – the choice of software tools that allow for automated control, integrate multimedia elements and form individual learning trajectories.

For applicants for the specialty A5.33 Professional education (Power Engineering, Electrical Engineering and Electromechanics), adaptive testing systems that take into account the level of complexity of tasks and allow for a gradual increase in the load are effective. Such approaches contribute to the development of critical thinking, the ability to make technically sound decisions, and also allow the teacher to track the progress of students.

The issue of motivation deserves special attention. Controlling environments should not only evaluate, but also teach, giving applicants the opportunity to analyze

errors and immediately receive explanations. This contributes to a deeper assimilation of the material and forms a responsible attitude towards their own learning.

Therefore, controlling environments are an integral part of the modern educational process, especially in the training of future energy specialists. They ensure objectivity and transparency of assessment, contribute to increasing the motivation of applicants and allow combining control with learning. A promising direction for further research is the improvement of adaptive knowledge testing systems and the development of integrated educational platforms that combine learning and control in a single environment.

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