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ONLINE SELF-CONTROL AS ADVANCED TRAINING BEFORE THE EXAM IN COURSES OF ECONOMICS

Introduction. Self-study is an essential part of education, in particular for students of economics from universities all over the world [1, 2]. Self-study is applied to education since many reasons are related to the specifics of the courses of economics.

Self-study can be represented in various forms [3, 4], one of which is self-control. To implement self-control e-Learning is offered as a conception of online learning which allows teachers and students a wide range of benefits [5, 6]. The fundamental nature of e-Learning as an instructional medium substantially differs from frontal education, it requires more new features for course development, online assessment and interaction. Moodle is a software package for producing internet-based courses and websites [7]. It is a Learning Management System (LMS) that allows better cooperation between teachers and students [8 – 10]. Author explores the implementation of self-control through Moodle and also presents how the various quizzes in Moodle are used by teachers to provide interactive and stimulating learning experiences for further exam in courses of economics.

Creating and managing a Quiz in Moodle. Moodle's Quiz activity allows to design and build quizzes containing many question types (e.g. multiple choice, true/false, short answer). Moodle stores all quiz questions in a question bank, from which they can be imported into different quizzes. Step-by-step algorithm for creating a test and filling it with questions is given in Table 1.

Table 1

Step-by-step instructions

Creating a quiz*		
On the Moodle course home page, in the relevant section, click *Add an activity*, select *Quiz* from the list and click *Add*	On the *Adding a new Quiz page*, click *Expand all* at the upper right of the page	In the General section, enter a *Name*, and an introductory *Description* if necessary
Complete the *Timing*, *Grade*, *Layout* and *Question behaviour* sections for your goals	Under *Review options*, select what you want the student to be able to see when they view their attempt or report at various stages	In the *Appearance* section, make choices about how you want the quiz to display
Adding questions to a quiz		
Click the link for the quiz with editing turned on	On the quiz's home page select *Edit quiz*	Click *Add* and then select *a new question*

Table 1
(Continuous)

In the *Choose a question type to add* window, select the question type** and click *Add*	On the *Adding a question type*, select a question *Category*, enter a *Question name*, some *Question text* and the *Default mark*, and then complete the remainder of the fields as required	Click *Save changes*. The question displays on the *Editing quiz page*

*Under Extra restrictions on attempts author recommends selecting *Yes* for the option to allow quiz to be attempted offline using the mobile applications.

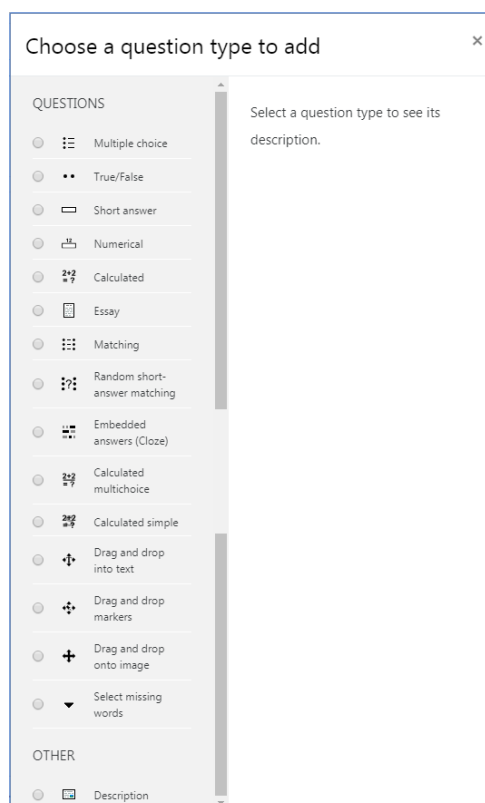** Fig. 1 shows a list of all possible test types.

Fig. 1. Selection of question types

Therefore, Moodle quiz engine is a powerful, flexible tool for monitoring, diagnosing and self-controling student performance with certain types of

knowledge in economics. In details how to create a test it can be found in [11].

An example of using self-control tests for students of «Tourism» specialty. Moodle platform was installed online and initial settings were done by administrators of the Simon Kuznets Kharkiv National University of Economics. Two courses "High and Applied mathematics" were created in the first semester of academic year 2018/19. There is difference between the two courses. For the first course weekly sections were chosen as a format of course and each week self-control test was given. Deadline for passing tests was the end of the current week. For the second course identical format was chosen with only one test for self-control. Deadline for passing test was the end of the current month.

Each student was enrolled to the courses with student role and author's account was enrolled to the courses with lecturer role. The students' activity of the course with weekly self-control tests is shown in Figure 2. While the activity of the students of the course with one test for self-control is shown in Figure 3. These examples demonstrate that using the same tools does not mean that the final result will be the same.
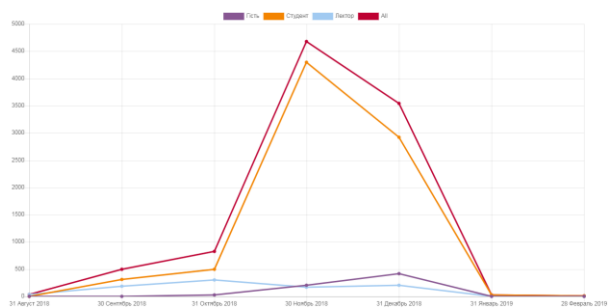

Fig. 2. Statistic report of students' activity of the first type course
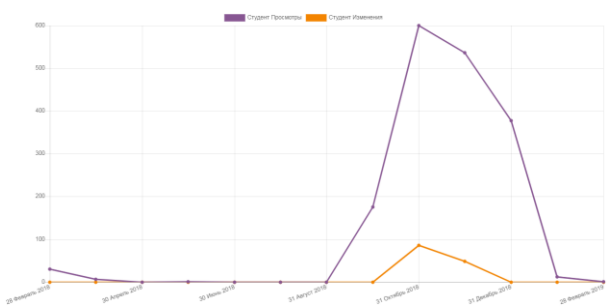

Fig. 3. Statistic report of students' activity of the second type course

As it is seen, students which used the first type course were active during the whole semester. While students which used the second type course were the most active only during the month of self-control test. According to a comparative analysis of both graphs, it is obvious that students of the first type course were more interested in using interactive course with there are a lot of self-control tests. This situation indicates a high need

to include self-control tests in electronic courses. However, the author notes that electronic testing is not an alternative to other forms of education, but only supplement them.

Conclusions. Due to the tests of self-control students of economics will be able to learn about their performance or gaps in knowledge, to compare their results with the standard, thereby to develope students' skills of self-control. In its turn, self-control is positively associated with a host of beneficial outcomes. Therefore, interventions that reliably improve self-control are of great value.

Using Moodle as a tool of e-Learning can boost effectiveness of courses, and promote student performance such as self-control. While computer self-control test is a different performance than other forms of education, it gives a valuable window onto student thinking, especially when with good strategies, and a little creativity.

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