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Computer Sciences and Information Technologies (CSIT)



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Lviv, Ukraine

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XIV-ої Міжнародної науково-технічної конференції

КОМП'ЮТЕРНІ НАУКИ ТА
ІНФОРМАЦІЙНІ ТЕХНОЛОГІЇ
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PREFACE

Welcome to XIVth International Scientific and Technical Conference **Computer Sciences and Information Technologies CSIT 2019**, which is organized by IEEE Ukraine Section, IEEE West Ukraine AP/ED/MTT/CPMT/SSC Societies Joint Chapter, Lviv Polytechnic National University, Institute of Computer Science and Information Technologies, supported by Technical University of Lodz Poland, Institute of Information Technologies, patronized by Ministry of Education and Science of Ukraine.

The international conference **Computer Sciences and Information Technologies**, established in 2004, is annually organized with the principal aim to discuss modern trends in computer sciences, information technologies, applied linguistics, and others related areas. To achieve this goal, various aspects of computer science will be presented in such major topics:

- Artificial Intelligence
- Cyber-Physical Systems
- Software Engineering
- Applied Linguistics
- Intelligent Management Technologies
- Mathematical Modeling
- Big Data and Data Science
- ICT in Higher Education
- Data and Knowledge Engineering
- Project Management

CSIT 2019 Program Committee evaluated over 250 submitted papers from China, Czech Republic, France, India, Ireland, Japan, Kazakhstan, Poland, Serbia, Turkey, Slovakia, Spain, and Ukraine to crystallize a high-level technical program of oral presentations. To continue previous successful practice, CSIT 2019 hosts three international scientific workshops: *International Workshop on Inductive Modelling IWIM-2019*, *International Workshop on Project Management IWPM 2019*, and *International Workshop on Information modeling, Data and knowledge engineering IWIMDKKE 2019*, all supported by IEEE.

The sincerest, boundless gratitude of organizers is sent to members of International Program Committee, who supported CSIT 2019 conference by participating in it, their comprehensive reviews allowed the conference to participate in the promotion of science and technological excellence. It should be proudly mentioned, that some papers are common for several institutions, and even countries, involved in the conference. Such examples of international cooperation, that we have noticed in papers, submitted this year, has inspired CSIT 2019 International Program Committee and Organizing Committee to encourage the cooperation.

Conference CSIT 2019 and satellite Workshops will be held in Lviv which is the largest city in Western Ukraine and the seventh largest city in the country overall. The historical heart of Lviv city is famous for its old buildings. The city center is on the UNESCO World Heritage List.

Lviv is one of the most important cultural centers of Ukraine, famous for art, literature, music and theatre. It hosts more than 100 festivals annually, has 60 museums and 10 theatres. With regard to its urban fabric and architecture, Lviv is an outstanding example of the fusion of the architectural and artistic traditions of Central and Eastern Europe with those of Italy and Germany. The CSIT 2019 conference will be held in early autumn, and Lviv will be at its best: the city is famous for its welcoming and hospitality, its beautiful parks, diverse cuisine, fascinating history and charismatic architecture. Please, be sure of our warmest gratitude for you interest and participation in the conference.

We are looking forward to welcoming you in Lviv and at CSIT 2019!

Sincerely yours,



Mykola Medykovskyy
Director of Institute of Computer Sciences and
Information Technologies of Lviv Polytechnic
National University, Ukraine
CSIT 2019 Executive Chair

Lviv 2019

CONTENTS

APPLIED LINGUISTICS

- 1. . Method of Similar Textual Content Selection Based on Thematic Information Retrieval..... 1**
Victoria Vysotska, Vasyl Lytvyn, Viktoriia Kovalchuk, Solomiya Kubinska, Marianna Dilai, Bohdan Rusyn, Liubomyr Pohreliuk, Lyubomyr Chyrun, Sofiia Chyrun, Oksana Brodyak
- 2. . Mathematical Methods Applied for Authorship Attribution on the Phonological Level 7**
Iryna Khomytska, Vasyl Teslyuk
- 3. . The Software Product “Education Web Scraper” in the Sociolinguistic Monitoring of the Language Situation in Ukraine..... 12**
Oksana Taran, Iryna Karamysheva, Roksolana Nazarchuk, Ihor Drahushchak
- 4. . Requirements for the Linguistic Quality Control of Wikipedia Article..... 16**
Solomiia Albota, Andriy Peleshchyshyn
- 5. . Automatic Detection of Sentiment and Theme of English and Ukrainian Song Lyrics 20**
Uliana Kryva, Marianna Dilai
- 6. . Cognitive Modeling of Lingual Cultural Type "Woman" 24**
Olena Flys
- 7. . Application of the “Smart City” data domain thesaurus as the tool for representing knowledge while improving the problem-oriented Web search effectiveness ..31**
Kunanets Nataliia, Matsiuk Halyna

ICT IN HIGHER EDUCATION

- 8. . Social-Communication Web Technologies in the Higher Education as Means of Knowledge Transfer 35**
Yulia Romanyshyn, Vasyl Sheketa, Volodymyr Pikh, Liudmyla Poteriailo, Yaryna Kalambet, Nadiia Pasiaka
- 9. . Designing the Integrated Multi-User Media Platform for Educational and Scientific Research Support..... 39**
Roman Ivaskiv, Tetyana Neroda
- 10. Virtual laboratory practicum on the «Databases» discipline 44**
Kateryna Yalova, Kseniia Yashyna
- 11. Analysis of the integrity and completeness of the higher education institution informational image coverage 44**
Roman Korzh, Andriy Peleshchyshyn, Olha Trach, Mikola Tsiutsiura

INTERNATIONAL WORKSHOP ON PROJECT MANAGEMENT

- 12. Coordination of dairy workshops projects on the community territory and their project environment 51**
Anatoliy Tryhuba, Oleg Bashynsky
- 13. Method of quantitative evaluation of the risk of benefits for investors of fodder-producing cooperatives 55**
Anatoliy Tryhuba, Oksana Ftoma, Inna Tryhuba, Oleh Boyarchuk
- 14. Intellectual System for Codicological Analysis of Manuscripts 59**
Nataliia Kunanets, Volodymyr Pasichnyk, Antonii Rzhеuskyi, Bogdan Plyasun, Vasyl Kut
- 15. The Project of Intellectual System for Rating of Educational Institutions 63**
Bozena Sudakova, Mariia Nazaruk, Nataliya Kunanets, Antonii Rzhеuskyi, Volodymyr Pasichnyk, Yuriy Bilak
- 16. Model of Alignment between Personal Expectations and Project Needs 67**
Vira Liubchenko
- 17. Advanced Technologies of Big Data Research in Distributed Information Systems 71**
Nataliia Kunanets, Ostap Vasiuta, Nataliia Boiko
- 18. The Method of Transfer of Research Project Results of Institution of Higher Education..... 77**
Varvara Pitera, Oleh Lohinov, Anatoliy Shakhov, Liliia Lohinova
- 19. Models of safety management in development projects..... 81**
Oleh Zachko, Roman Golovatyi, , Dmytro Kobylkin
- 20. Conceptual Groundwork of Digital Transformation of Project Management .85**
Yehorchenkova Nataliia, Yehorchenkov Oleksii
- 21. Modeling of the process of critical competencies management in the multi-project environment..... 89**
Nataliia Dotsenko, Dmytro Chumachenko, Igor Chumachenko
- 22. Simulation of the Social Communication System in Projects of Smart Cities ...94**
Volodymyr Pasichnyk, Nataliia Kunanets, Nataliia Veretennikova, Antonii Rzhеuskyi, Mariia Nazaruk
- 23. Engineering methods for implementation of dual education principles in domain of IT 99**
Roman Holoshchuk, Volodymyr Pasichnyk, Oksana Kunanets, Nataliia Kunanets, Antonii Rzhеuskyi, Roman Korzh
- 24. Development and Operations – the Modern Paradigm of the Work of IT Project Teams 103**
Oleh Veres, Nataliia Kunanets, Volodymyr Pasichnyk, Nataliia Veretennikova, Roman Korz, Andriy Leheza

25. The Blended Mental Space: erosions as a reason of a project failure	107
Olena Verenyh, Viktoriia Bushuieva, Denis Bushuiev	
26. Competence-based knowledge management in project oriented organisations in bi-adaptive context	111
Oleksandr Voitenko, Igor Achkasov, Alexander Timinsky	
27. Role of empathy, emotional intelligence, transformational leadership of the project success	116
Rusan Nadiia, Kozyr Boris, Bushuyev Sergey, Zapruvoda Alina	
28. Determination of competences that take affect the formation of creative capabilities of team of managers	122
Bushuyev Sergiy , Voitushenko Anastasiia	
29. A Proactive Strategy of Ship Maintenance Operations	126
Anatoliy Ivankevich, Anatoliy Shakhov, Valentin Shakhov, Varvara Pitera, Vladimir Yarovenko	
30. Strategic audit of infrastructure projects	130
Bushuyev Sergiy, Kozyr Boris, Zapryvoda Alina	
31. Agile methods of product formation and the results of an innovative project ..	136
Oberemok Ivan, Oberemok Nataliia	
32. Consumer aspects in assessing the suitability of technologies for the transfer .	142
Nataliya Chukhray, Nataliya Shakhovska, Oleksandra Mrykhina, Myroslava Bublyk, Lidiya Lisovska	
33. ICT Development as a Key Innovation Driver: the Project Management Approach	148
Milica Jovanović, Vladimir Obradović, Marija Todorović	
34. Implementation of a Software System on the Detection and Neutralization of Information Systems Risks	152
Askar Boranbayev, Seilkhan Boranbayev, Askar Nurbekov	
35. Management of energy saving project and programs at metallurgical enterprises	158
Kiyko S. G., Druzhinin E. A., Prokhorov O. V., Kritsky D. N.	
INTERNATIONAL WORKSHOP ON INFORMATION MODELING. DATA AND KNOWLEDGE ENGINEERING	
36. The Sign Translator Information System for Tourist	162
Lozynska Olga, Savchuk Valeriia, Pasichnyk Volodymyr	
37. Using context analysis for providing real time recommendations in e-tourism mobile location-based recommender systems.....	166
Olga Artemenko, Volodymyr Pasichnyk, Natalia Kunanec, DanyloTabachyshyn	

38. Cognitive modeling of students' competencies development in Higher Education system.....	170
Tetiana Kovaiuk, Alexandr Ustimenko, Nataliya Kobes, Volodymyr Pasichnyk, Nataliia Kunanets	
39. The information system for planning the parameters of telecommunication operator networks.....	177
Duda Oleksii, Martsenko Serhii, Masiuk Oleksandr, Kunanets Nataliia, Pasichnyk Volodymyr	
40. Modeling the recommender system for the synthesis of information and technology complexes for the education of students with autism	183
Vasyl Andrunyk, Volodymyr Pasichnyk, Tetiana Shestakevych, Natalya Antonyuk	
41. The Analysis of Gomory Algorithm Convergence in Integer Linear Optimization Problem: Projects Management	187
Serhii Chernov, Liudmyla Chernova, Liubava Chernova, Serhii Titov, Nataliia Kunanets	
42. Modeling the Distance Network-Oriented Education Systems	191
Roman Holoshchuk, Volodymyr Pasichnyk, Nataliia Kunanets, Nataliia Veretennikova, Taras Pytlenko	
43. Modeling the redistribution processes of knowledge potential in the formation of the professional competency system	197
Volodymyr Pasichnyk, Nataliia Kunanets, Mariia Nazaruk, Andrii Bomba, Yuriy Bilak	
44. The conceptual foundations of the axiomatic-deductive strategy of e-learning course knowledge organization with high semantic quality	201
Lupenko Serhii, Kunanets Nataliia, Pasichnyk Volodymyr, Horkunenko Andrii	
45. Situation diagnosis based on the spatially-distributed dynamic disaster risk assessment.....	205
Maryna Zharikova, Vladimir Sherstjuk	
46. Onto-oriented expert system for supporting diagnostic and therapeutic decisions in the field of Chinese image medicine	210
Lupenko Serhii, Mingtang Xu, Orobchuk Oleksandra, Horkunenko Andrii	
47. Efficient Funds Allocation System Based on Fuzzy Logic and Smart Contracts	214
Igor Kovalenko, Yevhen Davydenko, Alyona Shved, Anzhela Boiko	
48. Models of Behavior of Agents in the Learning Management System	218
Oleg Bisikalov, Olena Kovalenko, Yevgen Palamarchuk	
49. Intrusion Detection System Autonomous Reactions: Case Study	222
Ján Perháč	
50. Physically Constrained SAR Data Superresolution	228
Sergey Stankevich, Iryna Piestova, Sergey Shklyar, Arthur Lysenko	
51. Approaches to Ensure the Reliability and Resiliency of Information Systems	232
Askar Boranbayev, Seilkhan Boranbayev, Assel Nurusheva, Askar Nurbekov	

52. Modeling Ontologies in Software Testing.....	236
Svitlana Popereshnyak, Anastasiya Vecherkovskaya	
53. Processing of Relational Algebra Expressions by the Shunting Yard Algorithm	240
Mykola Fisun, Hlib Horban, Ihor Kandyba	
54. Proposal of simple agent simulation model of airliner evacuation process.....	244
Andrzej Kułakowski, Wojciech Ćwiek	
55. Neural-like Methods and Hardware Structures for Real-time Data Encryption and Decryption	248
Ivan Tsmots, Yurii Tsymbal, Oleksa Skorokhoda, Roman Tkachenko	
56. The Architecture of Distant Competencies Analyzing System for IT Recruitment	254
Antonii Rzhеuskyi, Orest Kutjuk, Victoria Vysotska, Yevhen Burov, Vasyl Lytvyn, Lyubomyr Chyrun	
57. Mathematical and computer modeling of the sprinklers pollution processes in irrigation systems.....	262
Stanislav Bilokon, Yuriy Turbal, Nataliia Kunanets, Volodymyr Pasichnyk	
58. Information Analysis and Knowledge Gain within Graph Data Model.....	268
Vladyslav Alieksieiev, Berko Andrii	
59. Run-time Class Generation: Algorithms for Intersection of Homogeneous and Inhomogeneous Classes	272
Dmytro Terletskyi	
Authors index.....	278

Models of Behavior of Agents in the Learning Management System

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Abstract—The urgency of the research. The behavior of agents as components of a learning management systems is being investigated at all stages of the life cycle of creating and using a software product. Learning management systems are characterized by the fact that the scenarios of their operation is associated with various aspects of educational activity. Directions of functional, emotional and motivational behavior of users are especially relevant. In addition, it is expedient to introduce software agents for the detection and prevention of crisis situations.

Target setting. The purpose of research is deal with the close relationship between the behavior of users and the results of their activities in blended learning. The results obtained will test the basic functions of the system and identify their impact on user behavior.

Actual scientific researchers and issues analysis. Recent research in various fields of science and practice focuses on user behavior, as well as the formation of special software modules (agents) that detect the problem moments of the system and warn the user. The algorithms of human-machine interaction, communications between users of information systems are studied by scientists from various fields of science and technology. Models of behavior of agents of the management training systems allow to verify the requirements to the system at different stages of the life cycle. For example, to identify the crisis moments of functioning, to consider organizational, motivational and emotional aspects.

Uninvestigated problems. We have to focus the opinion on issues that require more detailed research and adaptation for learning management systems. They are: the definition of agents of information systems and their features in learning management systems; consideration of the system as a complex agent; definition of the main agent circuits of the electronic information environment on the basis of the training management system; models of agent behavior patterns and their relevance in the interfaces of program modules and user instructions.

The research objective is to shape the behavior patterns of agents in the information management education system.

The statement of basic materials. This research includes refinement of such basic definitions as the e-learning management system; the agent; the agent behavior pattern. Such definitions allow us to use the theory of mirrors and to determine the main contours of the functioning of the information system for blended learning in an educational institution. Detailed models are formed for the module of test final control and portfolio of the teacher. Formalized mathematical and informational models are the basis for studying of users behavior and the research basis of university blended learning system functioning. The implementation of the system modules was carried out according to the concept of "Electronic University". The JetIQ VNTU system is implemented as a multi-agent learning system.

Conclusions. The practical result of the exploration is the bundle of formalized models, definition of contours of the blended learning system and its modules. The checklist of the main processes of user behavior patterns and their description in user instructions forms the basis for analyzing of the existence of programing modules (agents) for warning, reminding and helping the user to work in particularly risky moments.

Keywords—*electronic information environment, blended learning, e-learning management system, agent behavior pattern, Zachman card, activity trajectory, JetIQ-project.*

I. URGENCY OF THE RESEARCH

The emphasis on human behavior, the response to the signals of the external and internal information environment, the use of agents of artificial intelligence for helping, reminding, identifying crisis situations and their prevention is the subject of research by scientists in various fields of science and technology. Thus, behavioral economics examines consumer behavior patterns, emphasizes the processes of

decision-making under the influence of psychological, social, cognitive and emotional factors [1]. Research in the direction of developing adaptive interfaces, increasing the effectiveness of human-machine interaction also occurs at the intersection of design, engineering, marketing and psychology [2]. The urgency of the research for e-learning management systems is also confirmed by the active use of modern teaching methods, systems of blended learning, the development of automation systems for educational processes [3 - 5]. The experience of introducing e-learning management systems in higher education institutions suggests, that one of the most time consuming and problematic stages is to train users and make changes to the organization of the educational process. The developed models will allow to adapt the system to the needs of users.

II. TARGET SETTING

The main settings are: crossing of various spheres of science and technology, balancing the needs of users of various target groups and the possibilities of program modules, determine the complex approach to modeling the behavior of agents of the management training system. Establishing a complex "from general to detailed" will enable to form a model of the education management system which is based on the main target functions and capabilities. Detailed modeling behavior of software agents and users will be the basis for testing and organizing the implementation of the system.

III. ACTUAL SCIENTIFIC RESEARCHES AND ISSUES ANALYSIS

Actual scientific researches and issues analysis. A number of scientific studies contains a number of common models of the educational environment, the trajectory of learning; algorithms for the introduction of distance and mixed learning systems. Always relevant are the study of systems, the use of a systematic approach to building an electronic information environment [6; 7]. Questions of the formation of the content of the management system of education and interaction of students among themselves, the student-teacher remain issues of relevance. student - electronic materials. The agent approach to structuring the training management system is also actively developing. Similarly, information systems of various types in the electronic educational environment also introduce program agents, elements of artificial intelligence. For the formation of user behavior patterns, actual research results on simulation of training management systems, in particular adaptive systems, were analyzed [9]. The questions of essence and understanding of behavioral models are considered. In addition, materials from the pedagogical and UX-design are analyzed [2]. The analysis of the reviewed scientific papers indicates that for the formation of agent models of user behavior in the management system of training, it is necessary to use a systematic approach and combine the results of research in various fields of science and technology.

IV. UNINVESTIGATED PARTS OF GENERAL MATTERS DEFINING

User behavior in the education management system is economically feasible. For a student it is a goal of learning, obtaining knowledge and skills, their use in educational and real

projects of professional activity. For a teacher - is the performance of their duties, creation of author's methods and electronic resources and own brand teacher. For methodologists, managers, important questions are the optimization of information processing processes, reporting materials and interaction with managing organizations (for example, the ministry or department). Thus, the general model of the management education system should take into account the results of the research of the adapted system and taking into account the system agent approach.

V. THE RESEARCH OBJECTIVE

The main purpose of this research is to develop models of behavior of agents of the system. The simulation is carried out by taking into account the functional, motivational and emotional contours of the management education system. The resulting models are the basis for introducing adapted modifications to the system module and user training.

VI. THE STATEMENT OF BASIC MATERIALS

The research and formation of the behavior models of agents is needed to begin with refining the main definitions. The development of training management systems is closely linked to the implementation of distance and mixed learning, the creation of the "e-university" environment. The definition of "learning management system" has different interpretations from scientists. There are authors who focus on the educational electronic environment and its functions and content. There are definitions that focus on the interface and the interaction of users and software modules. In the conditions of automation of educational processes in educational institutions the system of teaching management is the basis for the formation of the environment of the university (college, school) with has modules for providing access to electronic resources and opportunities for communicating between participants in the educational process and also for monitoring indicators of the main areas of activity. Learning management systems are multi-agent systems. Under the notion of the agent we will consider each of the participants in educational processes in the environment of the management training system. For example, it could be users or software modules. Agents in the learning management system can perceive information and reflect events that occur in the electronic environment. They could interpret data and influence on their further use. Agents are characterized by such properties as adaptability, autonomy, ability to communicate, colloquialism, ability to reason and mobility. Agents in the e-learning management system are users and software agents. Users are divided in lecturers, specialists, methodologists, students and administrators. Software agents can be divided into reminders and alarms (assistants) as well as program agents who carry out automated actions. Analysis of multi execute learning management system is shown by Zachman`s card (Table1). Such a map is an adapted and completed with lines of target user groups.

The general model of the learning management system can be represented as a set of interactions. This model is the basis of the "Electronic University" system. It is implemented as a modular system for managing teachers Jet IQ VNTU [9].

TABLE I. ADAPTIVE ZACHMAN`S CARD FOR LEARNING MANAGEMENT SYSTEM

Levels of Management	What	How	Where	Who	Why	Motivation	Models	
<i>Heads of the institution and the project "Electronic University"</i>	Head	Educational Plans and Objects	Educational management processes	Internal network, external public portal	Key departments and individuals	According to the curricula and timetables of the departments	Target benchmarks of the educational development strategy	
	Scheduler	Conceptual Data Model	Educational and Management Process Model	Logistics Information Scheme	Target Users		Information Mirrors of the	Model "Electronic University"
<i>Developers and IT managers</i>	Architect	logical data model	architecture of software modules	Distributed Architecture Model	the user and his behavior at the architectural level	According to the life cycles of development and implementation; recognized events in educational managerial processes	Mission and Targets of the IT Strategy for the Development of an Educational Institution and the Project "Electronic University"	Model LMS
	Evangelist	Context-logical data model	Model of content and interaction	The content of the system pages	the user and his behavior at the level of content and interaction			Detailed LMS
	Programmer	Software data model	Software code	Network Architecture	Detailed user access levels			Software model
<i>Users</i>	Student	Electronic resources communications, presentations monitoring of results of activity	Through personal electronic cabinet; public portal; special pages of departments; special software modules	Internal network external public portal	Student	Convenient, accessible, fast, modern.	Real Electronic University	
	Teacher				Teacher			
	Specialist				Specialist			
	Methodist				Administrators with a certain level of access and capabilities in the system			
	Administrator							
	Dispatcher							
	Leader (dean, deputy dean, rector)							
The essence of the questions		Data	Functions, processes	Network, disposition	People, organizations, relevant roles, context, content	Time, schedule	Motivation, generation of functional and emotional signals for action	

The electronic information environment should be considered as a complex modular system by the formula [6]:

$$EIS = \langle z_p, z_{pl}, z_{r1...r2}, z_m \rangle,$$

z_p - the module of monitoring and control of current activity - management activity;

z_{pl} - the module of planned activity - educational, methodical and scientific activity;

z_r - the module of scenarios for the implementation of planned activities;

z_m - the module of the activity motive circuit.

Each component is a collection and interaction of sets:

$$Z = \langle A, ER, B \rangle$$

A - the set of agents (users and software modules);

ER - the set of electronic resources;

B - is the plurality of communications.

To evaluate the effectiveness of the model, we use the vector of coverage and automation of the activities of all participants in the educational and managerial processes of the educational institution. For this purpose, the mirror end is used. It is based on the law of adequacy of reflection [10]:

$$J_{spr} = R_k(J_{spr})J_{pr} = R_k(M_{spr})M_{pr},$$

J_{spr} - perception information;

J_{pr} - process information;

M_{spr} - measurement perceptions;

M_{pr} - measurement parameters of processes;

R_k - relative saturation of electronic resources.

The linear approximation can be represented as follows:

$$J_{spr} = R_k J_{pr} = R_k M_{pr}$$

The activity reflection can be represented as the amount of information flows per unit area of the information field.

$$O = dJ/dS/(dS)^2,$$

O is the vector of the reflection flow of information;

S - coverage area (information field).

According to Gauss's theorem, the measurements can be defined as follows:

$$M = \oint_S O dS;$$

or

$$I_{pr} = \oint_S O dS;$$

$O_{spr} = R_k O$ - reflection intensity vector;

O_{spr} is a vector of coverage of the activity, its reflection for the perception of users.

According to the agent approach, the overall model of the management education system can be considered as the interaction of agents and electronic resources. Each of the defined contours of the system has its own characteristics and should be taken into account in the user behavior model.

Thus, the functional loop includes the basic functions of a specified user and algorithms for their execution [11]. Among the activities in this contour, special attention is paid to the work of the user with the documents and the reliability of the information that is formed, stored and processed by the system. That is why, when working with documents, use special program agents that remind the user of the verification of all data before the export of documents to the electronic dean's office system. The functional contour also contains programmed reminder agents and links to the operating instructions in the system modules.

The organizational contour forms the conditions for the fulfillment of all the specified functions and coordinates the actions of the users with the norms of educational and managerial processes of the educational institution. This contour is provided and supported by official documents of educational and scientific-methodical activity at an educational institution. The motivational and emotional outlines are the most difficult to understand and implement. They are interwoven with each other. The motivational outline contains a variety of tools for motivating activities in the electronic information environment.

For example - for teachers and students it is convenient services of the schedule of classes; news opportunities for quick interaction with colleagues and students; automated support for repository publications; convenient services for creation of author's electronic resources

The emotional outline consists of a friendly interface; monitoring results; automatic filling of publications in the portfolio of the teacher; evaluation of teacher's activity, etc. Analysis of these contours requires the use of knowledge and skills in pedagogical design and the formation of the UX interface.

The contours of the portfolio model of the teacher, his behavior of representing a personal brand as a teacher, specialist, and scholar are presented by individual pages of the teacher's mini-portal and links to bibliometric resources, navigators of disciplines, repositories and project resources.

As a practical example, consider the behavior patterns of a teacher when creating test assignments and organizing the final control of higher education students through the module of test control.

At the creation level, the automated testing module can be

presented as:

$$M_c = \langle T_{pt}, T_{vt}, T_{dvt}, P \rangle$$

M_c is an elemental basis for the creation of test tasks, which consists of a plurality of questions on topics T_{pt} a set of questions;

T_{pt} - set of answers to questions by topics (levels);

T_{vt} - the range of grading the correct answers;

P - the rules for the withdrawal of assessments for questions and the total assessment of the test, the preparation of the test, the organization of test control; assessment of students' knowledge by certain algorithms.

The presented sets participate in the functional contour. The set of rules, reminders, and errors in the actions of the user are motivational and emotional outlines.

The model of functioning of the control module determines the basic operations that allow achieving the goal of evaluation and can be represented as follows:

$$M_f = \langle O_{pt}, O_{vt}, P_{0...1}, O_z \rangle$$

M_f is a model of functioning; O_{pt} - dynamic operations of the choice of a plurality of questions; O_{vt} - dynamic operations of the process of forming possible responses and their evaluation; $P_{0...1}$ - set of sequence of transitions during testing; O_z - operations of the algorithm of knowledge evaluation.

The development model M_r assumes the development of such attributes of the testing system as openness, mobility, system and information unity, complexity. This adaptive model contains procedures for adapting A_{ad} to changes in external conditions; the introduction of new A_{nt} technologies and feedback mechanisms Z_z :

$$M_r = \langle A_{ad}, A_{nt}, Z_z \rangle$$

The objective function of the effectiveness of the knowledge assessment system (E) can be defined as a function of dependence on the a priori entropy H_s (determined by the level of knowledge and intuition of the student); entropy H_v (determined by the level of experience and intuition of the teacher, as well as the results of testing); compositional entropy H_k (determined by the algorithm of creating a test task), time control T and the number of tasks K [7, C. 20]

$$E = F(H_s, H_v, H_k, T, K) \rightarrow \max$$

Such a model focuses on the functioning and motivation contours in the testing module.

Such a model focuses on the functioning and motivation contours in the testing module. Fig. 1 - View of Test-IQ module help page.



Fig. 1. View page with user instructions

An analysis of the instructions, models and experience will help to form check-lists of processes. The obtained results are the basis for improving the management of education system.

VII. CONCLUSIONS

The conducted researches allowed to form the models of behavior of the agents of the management system of training according to the managerial and educational processes. The resulting models are the basis for testing the operation of the system and the development of documentation. They are used to analyze each contour of system operation and user behavior in it. The results of the research have been tested during the implementation of the JetIQ VNTU management system also including the final control at Vinnytsia National Technical University. According to the results of approbation of the user behavior model while passing the final test control by the TestIQ software module, there were found a lot of necessary improvement tasks. In particular, to formulate recommendations for improving the quality assessment of the pool of test tasks, to introduce reminders of program agents at the nodes of the most common mistakes, to introduce a special simulation module for student work to test the test questions.

The plans for further research include the formation of visual behavior models and their analysis, in particular models of teacher portfolio for the development of their own brand.

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- Alexander Timinsky 111
 Alexandr Ustimenko 170
 Alina Zapryvoda 130, 166
 Alyona Shved 214
 Anastasiia Voitushenko 122
 Anastasiya Vecherkovskaya 236
 Anatoliy Ivankevich 126
 Anatoliy Shakhov 77, 126
 Anatoliy Tryhuba 51, 55
 Andrii Berko 268
 Andrii Bomba 197
 Andrii Horkunenko 201, 210
 Andriy Leheza 103
 Andriy Peleshchynshyn 16, 48
 Andrzej Kułakowski 244
 Antonii Rzheuskyi 59, 63, 94, 99, 254
 Anzhela Boiko 214
 Arthur Lysenko 228
 Askar Boranbayev 152, 232
 Askar Nurbekov 152, 232
 Assel Nurusheva 232
 Bogdan Plyasun 59
 Bohdan Rusyn 1
 Boris Kozyr 116, 130
 Bozena Sudakova 63
 D. N. Kritsky 158
 DanyloTabachyshyn 166
 Denis Bushuiev 107
 Dmytro Chumachenko 89
 Dmytro Kobylkin 81
 Dmytro Terletskyi 272
 Duda Oleksii 177
 E. A. Druzhinin 158
 Halyna Matsiuk 31
 Hlib Horban 240
 Igor Achkasov 111
 Igor Chumachenko 89
 Igor Kovalenko 214
 Ihor Drahushchak 12
 Ihor Kandyba 240
 Inna Tryhuba 55
 Iryna Karamysheva 12
 Iryna Khomytska 7
 Iryna Piestova 228
 Ivan Tsmots 248
 Ján Perháč 222
 Kateryna Yalova 44
 Kseniia Yashyna 44
 Lidiya Lisovska 142
 Liliia Lohinova 77
 Liubava Chernova 187
 Liubomyr Pohreliuk 1
 Liudmyla Chernova 187
 Liudmyla Poteriailo 35
 Lupenko Serhii 201
 Lupenko Serhii 210
 Lyubomyr Chyrun 1
 Lyubomyr Chyrun 254
 Marianna Dilai 1, 20
 Mariia Nazaruk 63, 94, 197
 Marija Todorović 148
 Maryna Zharikova 205
 Mikola Tsiutsiura 48
 Milica Jovanović 148
 Mingtang Xu 210
 Mykola Fisun 240
 Myroslava Bublyk 142
 Nadiia Pasioka 35
 Natalia Kunanec 166
 Nataliia Boiko 71
 Nataliia Dotsenko 89
 Nataliia Kunanets 31, 59, 63, 71, 94, 99, 103, 170, 177, 187, 191, 197, 201, 262
 Nataliia Veretennikova 94, 103, 191
 Nataliya Chukhray 142
 Nataliya Kobes 170
 Nataliya Shakhovska 142
 Natalya Antonyuk 183
 O. V. Prokhorov 158
 Oberemok Ivan 136
 Oberemok Nataliia 136
 Oksana Brodyak 1
 Oksana Ftoma 55
 Oksana Kunanets 99
 Oksana Taran 12
 Oleg Bashynsky 51
 Oleg Bisikalo 218
 Oleh Boyarchuk 55
 Oleh Lohinov 77
 Oleh Veres 103
 Oleh Zachko 81
 Oleksa Skorokhoda 248
 Oleksandr Matsiuk 177
 Oleksandr Voitenko 111
 Oleksandra Mrykhina 142
 Olena Flys 24
 Olena Kovalenko 218

- Olena Verenykh 107
 Olga Artemenko 166
 Olga Lozynska 162
 Olha Trach 48
 Orest Kutjuk 254
 Orobchuk Oleksandra 210
 Ostap Vasiuta 71
 Roksolana Nazarchuk 12
 Roman Golovatyi 81
 Roman Holoshchuk 99, 191
 Roman Ivaskiv 39
 Roman Korzh 48, 99, 103
 Roman Tkachenko 248
 Rusan Nadiia 116
 S. G. Kiyko 158
 Savchuk Valeriia 162
 Seilkhan Boranbayev 152, 232
 Sergey Shklyar 228
 Sergey Stankevich 228
 Sergiy Bushuyev 116, 122, 130
 Serhii Chernov 187
 Serhii Martsenko 177
 Serhii Titov 187
 Sofiia Chyrun 1
 Solomiia Albota 16
 Solomiya Kubinska 1
 Stanislav Bilokon 262
 Svitlana Poperehnyak 236
 Taras Pytlenko 191
 Tetiana Kovaiuk 170
 Tetiana Shestakevych 183
 Tetyana Neroda 39
 Uliana Kryva 20
 Valentin Shakhov 126
 Varvara Piterska 77, 126
 Vasyl Andrunyk 183
 Vasyl Kut 59
 Vasyl Lytvyn 1, 254
 Vasyl Sheketa 35
 Vasyl Teslyuk 7
 Victoria Vysotska 1, 254
 Viktoriia Bushuieva 107
 Viktoriia Kovalchuk 1
 Vira Liubchenko 67
 Vladimir Obradović 148
 Vladimir Sherstjuk 205
 Vladimir Yarovenko 126
 Vladyslav Alieksieiev 268
 Volodymyr Pasichnyk 59, 63, 94,
 99 103, 162, 166, 177, 183, 191,
 197, 201, 262
 Volodymyr Pikh 35
 Wojciech Ówiek 244
 Yaryna Kalambet 35
 Yehorchenkov Oleksii 85
 Yehorchenkova Nataliia 85
 Yevgen Palamarchuk 218
 Yevhen Burov 254
 Yevhen Davydenko 214
 Yulia Romanyshyn 35
 Yurii Tsymbal 248
 Yuriy Bilak 63, 197
 Yuriy Turbal 262