



Problems Of Control, Checking And Evaluating Knowledge Of Correspondents

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ABSTRACT

During the test at the session, the student (extramural student) expands his knowledge and skills. When checking the work performed in the presence of the teacher, the latter, if necessary, can additionally talk with the student.

Key words: control, rating, independent, subject, knowledge, dean's office, department, acquisition, consultation, current.

Annotation

In the course of completing tests during the session, the student (correspondence student) expands his knowledge and skills. When checking work completed in the presence of a teacher, the latter, if necessary, can additionally talk with the student. And this is very important for preventing failures during current or intermediate control. Another equally important form of current accounting and control of knowledge is coursework and special seminars. The most effective form of face-to-face classes in the distance learning system is, in the opinion of most teachers, consultations conducted according to a strict schedule. Participation in seminars and strict monitoring of attendance and performances provides an opportunity to get to know the student better.

INTRODUCTIONS. When organizing the educational process in higher education, it is necessary to distinguish between the activities of the teacher and the activities of the students he leads. Testing and assessing knowledge is a complex and multifaceted phenomenon, and it is possible to correctly understand their meaning and place in the learning process only in the light of the tasks that they solve, in the light of the functions that they perform. Testing and assessing knowledge performs at least six functions: control, training, educational, organizational, developmental and methodological. Monitoring the knowledge of part-time students living in the city where the university is located can be carried out with even greater effect. This is facilitated by the possibility of more frequent meetings between teachers and students, which helps to avoid accidents in assessing their knowledge.

MAIN PART. The most important principles of diagnosing and monitoring students' learning are objectivity, systematicity, and clarity. Universities are currently faced with the task of improving the quality of knowledge. It must be solved by raising the qualifications of teachers, improving the pedagogical process, and bringing the level of teaching in line with the level of science in this area. To teach a student to obtain knowledge not only in a ready-made form, but also to be able to obtain it independently, to cultivate in the student the need for constant updating, expansion and application of this knowledge is the main core of independent work. In recent years, correspondence education has been established in our republic; in the correspondence department, the issue of organizing independent work is necessarily considered at an orientation session with comprehensive consultations on all disciplines of the curriculum.

Correspondence training is one of the proven means of improving the skills of practical workers. Consequently, further improvement of the forms and methods of correspondence education is a requirement of today. Features of monitoring the knowledge of correspondence students are determined by the specifics of distance learning. It is known that correspondence students, as a rule, do not live in the same city where the university is located. Therefore, the main means of acquiring knowledge is independent work on the scientific literature recommended by teachers and the program [1].

When organizing control, one cannot ignore the characteristics of the specialty itself. Some sciences (pedagogical, philological, historical, etc.) by their nature are easier to study by correspondence, others (chemical, mathematical, physical education, foreign languages) are more difficult. Therefore, only a clearly

thought-out system of independent work for part-time students, especially monitoring their classes, can ensure the training of a full-fledged specialist.

First of all, the department and teacher must give each part-time student organizational and pedagogical instructions on independent work. Including the procedure for monitoring it. The issue of monitoring the independent work of a student in general, and even more so of a correspondence student, is now becoming an important pedagogical problem. In the conditions of distance learning, when formally (legally) the teacher is supposed to meet with students only twice a year, current accounting plays a decisive role in the solid assimilation of knowledge [2]. Only with a certain way of organizing current accounting and control of independent work during the intersessional period does the need for independent work develop in students and the skills of its organization are developed.

Current accounting is one of the incentives for mastering knowledge; its absence reduces interest in learning, as evidenced by numerous observations and facts. If we compare the exam answers of a group of correspondence students, whose meetings with the teacher were frequent, with the exam results of a group of students, with whom the teacher met only during the session, then the final results will be different.

If the part-time student is not called from session to session, not warned about the submission of this or that assignment, even providing him at the beginning of the session with a completely specific and well-thought-out schedule of independent work during the intersession period. The results will be extremely unsatisfactory, even for those who have developed positive motives for learning. Only well-established ongoing monitoring, which ensures that the teacher monitors students' regular academic work, is capable of preventing the forgetting of knowledge, identifying problems and helping to eliminate them, i.e. regulate all educational work of both part-time students and teachers [3].

With such an organization of control, a correspondence student, without fear for himself or fear of the teacher, with great desire and satisfaction, will strive to "show" the teacher the results of his work during an exam or test and please him with the acquired knowledge, skills and abilities. In the distance learning system, the types of current accounting are interviews, active consultations (both group and individual), colloquiums, consultations on completing tests and coursework, on preparing for reports at special seminars, seminar classes, preparation and defense of coursework, peer review and verification. control works [4]. These types of control are most effective only when they are carried out in a timely, systematic, differentiated manner. Lectures, practical classes and laboratory work lay the foundation for systematic control. The constant development of interest in learning and the desire to master special knowledge are fostered. At the same time, it is necessary to take into account the qualitative changes that occur from course to course that a part-time student undergoes during the years of study at the university. You need to see not a mass of students or even the whole group, but one student, timely notice how a part-time student changes in his development, how active and independent he becomes, how much his volitional qualities when studying program material allow him to successfully combine studying with production activities : how he developed the ability to independently work on his self-education and, finally, what. The teacher still needs to take steps to achieve the goal [5].

It is known that control over knowledge is educational, and even more so for a part-time student. All types of control, starting from current and thematic accounting (tests, consultations, practical assignments, seminars), ending with final accounting (current and intermediate tests), during distance learning should have a pronounced educational character. It is very important to promptly explain to part-time students that they are taking the ratings according to a program that is much broader than the lectures they listened to, and that during the exam they will be required to know factual material (historical events, laws, theorems, etc. .), be able to comprehend and generalize facts and phenomena, express them correctly in speech, know literature, primary sources, monographs and documents on this discipline. At the same time, students should be informed that they have the opportunity to use consultations throughout the academic year, take exams and tests, indicating the place and time. This circumstance should always be taken into account by the teacher when exercising one or another type of control over the academic work of a correspondence student [6].

The formation of groups of admitted correspondence students, taking into account their profession and place of residence, greatly helps to better organize control over the knowledge of correspondence students. It is advisable to divide part-time students into groups according to professional and territorial characteristics. Include those students in one group. The production activity of which is related to the specialty in which they are studying at the university, while the other is students who do not work in this branch of production or in this specialty. Each group, in turn, should be divided into two subgroups: one includes students living in the city and its suburbs where the university is located, and the other includes students from the periphery. Such formation of groups of correspondence students, as experience shows, allows for differentiated assistance and control over their educational work [7].

Let's consider at least some forms and methods of monitoring the knowledge of correspondence students. When carrying out any type of monitoring of the knowledge of part-time students, it is necessary to take into account that students master the programs mainly on their own, and that personal meetings between a part-time student and a teacher are extremely rare.

The most specific form of control of study results on-the-job is the test work of a correspondence student. In almost all universities where there are correspondence students, some teachers are skeptical about this type

of control over students' independent work, citing the fact that many students do not write these tests independently, copying them from brochures or from each other. The task of teachers is to properly organize the implementation of tests and improve their quality. The long-term practice of the departments of the institute in supervising the performance of such work by correspondence students gives grounds to conclude that the test work should "live" not only as one of the established forms of control, but also as a criterion for the knowledge, skills and abilities acquired by the student. Accounting for knowledge in the form of tests, without the timely completion of which part-time students are not allowed to take the exam and test, deserves special attention from departments and teachers.

The topics of test papers must be selected taking into account the real possibilities of completing them by correspondence students, and why should departments revise the topics at least every 1.5-2 years [8].

In order to avoid formalism and prevent dishonesty on the part of part-time students when performing tests, teachers assign each student a specific topic for the test, systematically conduct consultations, using all the opportunities presented to them to meet with students. Violation of the deadlines for submitting test papers and reviewing deadlines leads to a decrease in the overall performance of correspondence students. No well-thought-out recommendations will help if there is no order in the dean's office and the department in recording test work, if the teacher is dishonest and inattentive to reviewing.

Long delays in tests by teachers and failure to comply with the requirements they set for the quality of reviewing subsequently negatively affect students' attitude towards tests and leads to their formal completion. Such stereotyped reviews as "the plan was drawn up correctly", "the choice was made correctly", "the work was passed", "the work was not passed", do not in any way activate the independent work of students [9].

It is very important to get students to work actively. To do this, departments should carefully approach the choice of class topics and the selection of mandatory and additional literature on each topic. As for the ratings, the final stage of the entire activity of both the teacher and the student, there cannot be any special requirements for the knowledge of part-time students regarding the methodology for conducting ratings in comparison with ratings in other forms of education. The only thing that, perhaps, needs to be taken into account is the fact that the examiner is an adult, a practitioner, often a good specialist in his field, who wants to update and expand his knowledge. It is also impossible not to take into account the fact that among the correspondence students there are conscientious ones. but there are less capable people, there are capable, but less conscientious. Good organization of intersessional work in all subjects of the curriculum, well-organized ongoing accounting of this work allow us to understand each student and make demands on him that are completely fair in psychological and pedagogical terms [10].

An individual and differentiated approach to each student is an important condition. Those passing the ratings of a part-time student should, even if the answer is positive, give additional explanations on those questions on which there is a deficiency, so that after passing the exam the student does not have any unclear questions.

CONCLUSIONS. By testing students' knowledge, a teacher can judge the quality of his work and improve teaching methods. Properly organized control is the key to solid knowledge and successful training of a future specialist, capable of self-education, ready for independent and active work to improve and deepen the knowledge acquired at a university..

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