

PEDAGOGICAL CONTROL, ITS STRUCTURE AND CONTENT.

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Abstract:

Pedagogical control is a unified didactic and methodological system of testing activities, which takes place with the leading and organizing role of teachers, is of a joint nature, uniting teachers and students, and is aimed at assessing the results of the educational process.

Keywords: educational process, advantages, disadvantages, process of control.

With the help of control, one can evaluate the achievements of students and identify gaps in their knowledge, establish the relationship between the planned, implemented and achieved levels of education, understand the advantages and disadvantages of new teaching methods, compare the work of teachers, provide the head of an educational institution with objective information for making managerial decisions and perform a number of other equally important tasks

To the main components of control and evaluation activities include:

- selection of topics, sections, etc., acting as conceptual indicators;
- operationalization of concepts through the formation of empirical indicators (questions, tasks, etc.);
- creation of a model of the desired control results;
- carrying out control measures;
- comparison of the model and real answers of students;
- the formation of value judgments and the adoption on their basis of a decision to continue monitoring or grading.

The listed components are always present in the structure of the teacher's control and evaluation activities. They are interpreted and disclosed differently depending on whether control is carried out by traditional means or tests are applied. In test control, operationalization is understood as a procedure for moving from conceptual indicators to empirical referents, which are test tasks. The model of results is extremely standardized and is set in the form of evaluation rules and an answer key, while the comparison of the test results with the answer key is carried

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out automatically with the minimization of the subjective factor or with the help of experts.

Content control. Among the components of the structure of the control and evaluation activities of the teacher, the most important is the allocation of conceptual indicators that determine the content of control and the subject of evaluation [7; nineteen; 47 and others]. In the daily educational process, control over the assimilation of knowledge is implemented, which is aimed at identifying and evaluating the results of acquiring new knowledge by students, including the analysis of this process. It is characterized, as a rule, by operational character (N.F. Talyzina). The content of the control designed to assess the results of the educational process is associated with the interpretation of learning, which psychologists consider in the context of dependence on learning ability and the totality of the properties of the intellect (I.A. Zimnyaya). Teachers, when assessing learning, focus on the levels of mastering the content of education and methods of learning activities (V.M. Blinov and others).

The content of control not only reflects what is taught and what they want to see as learning outcomes, but also sets certain priorities in learning. The requirements for educational achievements in the process of control inevitably become guidelines for the teacher in his daily work, especially in cases where control is of an external nature, and assessments are used to make administrative and managerial decisions in education. A similar influence is observed today in connection with the development of an experiment on the introduction of the USE [9]. It can have destructive consequences for education, lead to an imbalance in the right emphasis in teaching. For example, with the constant use of low-quality tests, which mainly include tasks for assessing facts and concepts, it is possible to increase the attention of teachers to the presentation of factual material instead of revealing the essence of facts and laws, developing students' creative activity and teaching them how to apply theoretical knowledge in practice.

Standardization of requirements for the development of subject content in control. The content of control aimed at the results of the educational process in individual subjects is set in the state educational standards (SES) by a mandatory minimum content and requirements for the level of its development by graduates of the general education system. At the moment, the process of improving the structure of the SES is ongoing. There is an operationalization of requirements -

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adaptation of the form of representation of requirements to measurement tasks [8]. A level differentiation of the requirements of the State Educational Standards is also introduced, which provides additional incentives for increasing the productivity of educational activities (V.V. Firsov) [67].

Experience in the development and application of CES in other countries has shown that student motivation to achieve the set learning objectives increases if the criteria for student achievement and evidence of student progress are clearly identified, a progressive sequence of levels of achievement is specified and described in detail, and the student is informed of what needs to be done, to achieve higher scores.

Functions of pedagogical control.

General remarks. In most textbooks for the system of teacher education, control, diagnostic, teaching, educating and motivating functions are singled out as the main functions of pedagogical control. In the course of the historical development of pedagogical science and the emergence of ideas about control as a component of education quality management, information, comparative and prognostic functions have been added.

Control function. The controlling function is the main one for the final control and hardly needs detailed explanations due to the obviousness of the composition of its components for various levels of education management. It involves the implementation of systematic monitoring of learning outcomes, determining the state of acquired knowledge, skills and abilities and is reflected in the assessment of educational achievements. In terms of the scope of application of the results, the controlling function can be associated with various levels of education quality management.

Diagnostic function. The diagnostic function is most fully implemented in the current control. Activation of the role of the diagnostic function is an important condition for improving the quality of the educational process. Thanks to a detailed analysis of the causes and nature of students' difficulties, pedagogical diagnostics opens up new opportunities in the individualization of learning, since each student begins to study new material only after eliminating all the gaps in knowledge that impede the assimilation of the following sections of the course. The diagnostic function of the current control is carried out using traditional means (tests, surveys, etc.) or special diagnostic tests. Educational and motivating

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functions. The educational function of control is manifested in the formation of such positive qualities of the student's personality as interest in knowledge, the ability to work systematically, skills of self-control and self-esteem. Students study a subject more deeply and more seriously if it is known in advance that it will be constantly monitored.

Tests and marking (score) assessment criteria contribute to the growth of motivation for learning activities. Criteria are set at a descriptive level and contain a set of requirements for academic achievement for each assessment. They not only encourage students to achieve higher levels, but also instill in them confidence in the objectivity of the teacher and the “transparency” of the grading process.

Developmental function. Control strengthens memory and trains thinking, forms the skills and abilities to apply knowledge in practice, in a word, contributes to the implementation of the developmental function of learning. The completeness of the developmental function of control is closely related to the nature of the verification tasks, their content and the level of activity necessary for their implementation. The narrow focus of tasks, combined with the reproduction of knowledge in a familiar situation, is unlikely to contribute to the activation of the developing control function. Tasks for the application of knowledge in a changed or unfamiliar situation, on the contrary, force the student to analyze, generalize, evaluate and involve elements of creativity in solving the problems posed.

Information function. The information function is inherent in the very nature of control, regardless of its type, scope of application of the results and means of implementation. It should be noted that the completeness of the implementation of the information function directly depends on the degree of objectivity of the control data, which should grow as the responsibility of management decisions made based on the results of control increases. For example, a high level of objectivity is required when using control data in cases of certification, identifying problems in the education system associated with the introduction of innovations, shortcomings in teaching methods, distortions in the proportions of curricula, miscalculations by school textbook authors, etc. Prognostic function. The predictive function of control is intended to reveal the ability to assimilate new material and inevitably reflects the impact of previous learning, and therefore it can be predicted from the results of control. If only traditional means were used

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to obtain control results, then it would be impossible to predict the likely success of training a particular subject only on their basis. However, the problem becomes quite solvable if tests are applied, the predictive ability of which was previously confirmed by special analytical methods. For example, control measuring materials (CMM) of the USE have a high predictive ability, since they allow not only to identify the best applicants at the time of admission to a university, but also to reliably predict the success of their further education.

The essence of the orienting function of control is to obtain information about the degree of achievement of the learning goal by individual students and the group as a whole, how much they have mastered and how deeply the educational material has been studied. Control guides students in their difficulties and achievements. Revealing the gaps, mistakes and shortcomings of students, he indicates to them the directions for the application of forces to improve knowledge and skills. Control helps the student to get to know himself better, to evaluate his knowledge and capabilities.

Types of pedagogical control in the educational process.

Current control. the purpose of monitoring is to monitor the progress of training. Its implementation allows the teacher to obtain operational information about the course of the educational process for its timely correction and restructuring in the right direction. Of greatest interest are data on the dynamics of assimilation of new material by each student Kuznetsov I.N. Pedagogy. Handbook of a practicing teacher., the degree of rationality of his thought processes or algorithms when performing tasks, since with a properly organized educational process, the teacher must control not only the content of the actions performed by students, but also their properties. Obtaining such information is possible only if the causes of students' difficulties and mistakes are identified, which are analyzed in situations where the current control acquires a pronounced diagnostic character. Increasing the efficiency and strengthening the diagnostic nature of feedback in the current control become possible in those cases when computers and diagnostic tests come to the aid of the teacher.

Periodic (terminal) control allows you to determine the quality of students' study of educational material in sections, topics of the subject. Such control is usually carried out several times a semester. An example of boundary control can serve as tests, control and accounting and accounting and generalizing lessons, tests for laboratory work. Periodic control allows you to check the strength of assimilation

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of the acquired knowledge and acquired skills, since it is carried out over a long period of time and not for individual doses of educational material. As already mentioned, with this type of control, significant sections of the course are covered, and students are required to do a lot of independent constructive activity. With the help of periodic (boundary) control, a whole section (topic) is generalized and assimilated, logical relationships with other sections, other subjects are revealed. The boundary control covers the students of the whole group and is carried out in the form of an oral survey, small written, graphic, practical work. It is usually provided for in the calendar-thematic work plans of teachers.

Final control. The final control (stage-by-stage, milestone, final control) is designed to assess educational achievements after completing a certain stage of training, passing a section or the entire training course. Usually, the form of the student's final assessment is either his mark on the exam (oral or written), or the result of the test. Comparative and predictive analysis of the results of the final control gives the teacher important information necessary to improve his work in the future. The analysis data make it possible to identify systematic problems in the preparation of students and to carry out managerial actions to correct the learning process if its results are not consistent with the goals set.

Final control can be external or internal. External final control is carried out by structures independent of the school, for example, during state certification, or in the Unified State Examination. In education, attestation is understood as a procedure for establishing the compliance of the level and quality of graduate training with a documented system of requirements for the level and quality of education. The role of a generally recognized norm is played by the requirements of the State Standards Standards or other regulatory documents that operate in the absence of standards. The validity of attestation assessments is achieved by a representative display of the requirements of the State Educational Standard in the content of control materials, the role of which in many countries is performed by tests. Internal final control is carried out by the teachers themselves, for example, during school final exams.

Methods of pedagogical control.

Control methods are methods of diagnostic activity that provide feedback in the learning process in order to obtain data on the success of training, the effectiveness of the educational process. They should provide systematic, complete, accurate and prompt receipt of information about the educational process. If control is understood broadly, as pedagogical diagnostics, then verification methods can

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also be understood more broadly, as methods of scientific research of the pedagogical process. From this point of view, methods of school control and methods of scientific diagnostics ("scientific control") can be singled out. Most of the didacticians pay primary attention to the former - the methods of school control, that is, the methods of verification that are used by school teachers. Modern didactics distinguishes the following methods of control: methods of oral control, methods of written control, methods of practical control, didactic tests, observation.

Let us characterize the main methods and forms of testing learning outcomes. Oral control methods are a conversation, a student's story, an explanation, reading a text, a geographical and technological map, a drawing, a diagram, a report on experience, etc. The basis of oral control is the student's monologue answer (in the final control this is a more complete, systematic presentation) and / or question-answer form - a conversation in which the teacher asks questions and waits for the student's response. Oral control, as the current one, is carried out on a weekly basis in an individual, frontal or combined form. In the classroom and in the vocabulary of teachers, this is called a survey. Experienced teachers master a variety of survey techniques, use didactic cards, games, and technical means. An individual survey of students allows the teacher to obtain more complete and accurate data on the level of assimilation, however, it leaves other students passive in the lesson, which forces the teacher to solve the problem of their employment during the survey. The frontal survey occupies all students at once, but gives a more superficial idea of their knowledge acquisition.

The test and the oral exam are the most active and thorough test of knowledge for a certain period of study. Exams as a way to test knowledge cause an ambiguous assessment of both teachers and students. There are two main shortcomings of the exam with the traditional choice of exam tickets by students. There is an element of chance in "pulling" a successful/unsuccessful ticket ("an exam is a lottery"). To smooth out this shortcoming, it is possible to ask the respondent by expanding the scope of the question. And the exam is to a certain extent a stressful situation for the examiner, often blocking his intellectual abilities. This is true, however, a person is subjected to verification and evaluation throughout his life in the course of his activity, therefore, students should also be ready for control and perceive the exam situation as standard, which, by the way, is typical of most examinees.

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Therefore, the exam remains an effective form of testing knowledge, skills, development of thinking, the formation of views, attitudes, and assessments.

Written control (test, presentation, essay, dictation, essay) provides a deep and comprehensive test of mastery, since it requires a complex of knowledge and skills of the student. In written work, the student needs to show both theoretical knowledge and the ability to apply to solve specific problems and problems. In addition, proficiency in written speech is revealed, the ability to logically, adequately state one's text, evaluate a work, experiment, problem. The implementation of practical work can be considered an effective, but little used way to test learning outcomes. This means, first of all, the student conducting laboratory experiments, creating products, installing the apparatus, etc.

With the current control of knowledge at school, the teacher widely uses observation, the systematic study of students in the learning process, the detection of many indicators, manifestations of behavior that indicate the formation of knowledge, skills and other learning outcomes. The teacher practically observes the student at all times, in many situations. The situation of the current and periodic testing of knowledge allows the teacher to obtain fairly complete data about the student: both the level of his knowledge, skills in the subject, and his attitude to learning, the degree of his cognitive activity, consciousness, and the ability to think, solve various kinds of problems independently. Didactic tests are a relatively new method of testing learning outcomes. A didactic test is a set of standardized tasks for a specific material, which establishes the degree of mastering it by students. The advantage of tests is their objectivity, that is, the independence of testing and evaluating knowledge from the teacher. However, science makes high demands on the test, considering it as a measuring instrument. From this point of view, the development of tests is the business of specialists. It is necessary that the test meets the following requirements: reliability, validity, objectivity. The reliability of a test means that it shows the same results repeatedly, under similar conditions. Validity means that the test detects and measures the level of assimilation of exactly the knowledge that the test developer wants to measure. From what has been said, it is clear that the creation of such a device requires special knowledge and time.

How is the test set up? In school practice, tests are most often used in which the task requires an answer to a question. In this case, the answer can be presented in some cases by filling in the gap in the text, in other cases, you need to choose one of the proposed answers (usually 3-5). In modern tests, the last tasks predominate.

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Answers to the question are statements that form the core, give the correct answer and distraction. The correct answer is the complement of the core, i.e. the excellent answer; distraction gives an incorrect answer, composed in such a way that the student is required to know the essence of the matter well in order to distinguish it as an erroneous one from the core and the correct answer. In didactics, there are also tests such as essays, free speech, for example, an essay on literature. However, free-response tests are almost not amenable to a standardized assessment procedure, there is a danger of losing the reliability and objectivity of the test. Tests also differ in the types of learning objectives. There are various methods for processing the results of test studies. The most common one is that the scientist-developer assigns a certain "weight" to each answer, expressed as a score, a percentage of Domashek E.V. School reference book on social studies. There are also two approaches to the analysis of test results. In some cases, the test results are compared with the average result for any group, which is taken as the norm. These are the so-called norm-oriented tests. The second approach gives criterion-oriented tests. It is more common today and consists in the fact that individual test results are compared with predetermined criteria. Of great importance in this case is the development of criteria based on the analysis of educational material and determining what students should actually know and be able to do by the end of studying such and such a course.

The final stage of control is the analysis and assessment of students' knowledge. It is during the assessment of knowledge that the objectivity of control is manifested, and, therefore, its educational function is performed to the greatest extent.

When evaluating students' knowledge, we adhere to the following factors:

- objectivity of the assessment;
- commenting on the grade (at the same time, for some students, it is important that the shortcomings of the answer or the work performed are noted, for others, dignity);
- the significance of the assessment, its weight in deriving the final results,
- the inadmissibility of random fives or twos for a forgotten notebook, lack of attention in the lesson, etc.;
- a differentiated approach to students when deriving grades.

The progress of students is directly dependent on the orientation of the control system towards the ultimate goals of education. Powerful psychological factors of directional action are systematic monitoring and daily assessment of knowledge.

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Properly organized control that provides objective data is not only a method for determining the effectiveness of training, but also one of the means of developing rational methods of mental activity and practical skills, stimulating cognitive activity. He brings up a sense of responsibility for the results of his educational work, contributes to the formation of the personality of a future specialist. The introduction of computerization will help transform the learning process at this stage. With the help of a computer, it is possible to conduct operational control in the classroom and register the results of independent work, to achieve regulation of students' activities on the basis of self-control.

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