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ESTABLISHMENT OF SPECIFIC, OBJECTIVELY NECESSARY RESULTS OF KNOWLEDGE CONTROL

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Annotation: The application of test control of knowledge in the transition period to study on a credit-module system of education in higher education can be unquestionably used as an intermediate control. Control of the entire course and final control should be carried out in writing.

Key words: testing, knowledge, skills, independent, teaching, control, results.

Testing is a way to determine the level of knowledge and skills of students using special test tasks, usually in the form of questions or tasks. Computer testing is carried out in the form of an independent dialogue of the student with the computer in the presence of the person responsible for the organization of testing or without it, with the possibility of memorizing the test results.

Having considered the question, we will draw conclusions about the proposed system of assessment of knowledge and skills of students. We will make our proposals for improving the testing system and its correct implementation in the educational process.

Basic requirements for test tasks in high school

    a) must belong to one topic or discipline;

    b) be interconnected (consistency in terminology);

    c) be complementary and ordered by difficulty or by logic;

    d) the form of the test should be unified, habitual, convenient;

    e) terms and concepts in the tests must be well known and meet the requirements of the curriculum;

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f) the sequence of test tasks should be determined by the principle of "from simple to complex";

g) tasks should be concise.

According to the number of tasks, there are short (up to 20 tasks), medium (from 20 to 500 tasks), long (more than 500 tasks) tests.

According to the level of acquisition of knowledge, skills, abilities, the tests are classified into 3 levels.

The first level tests are divided into tests of cognition, tests of distinction, tests of correlation, tests-tasks with selective answers.

In the cognition test, the student gives one of the alternative answers ("yes - no", "is - is not", etc.). The task must include an object, the properties or characteristics of which the student must have an idea.

Distinguishing tests together with the task contain answers from which the student must choose one or more.

Correlation tests offer to find similarities or differences in the studied objects and the compared properties or parameters are necessarily present in the problem. The tests designed in this way are called selective.

The third level tests (final) in answering the questions require the use of acquired skills and abilities in new conditions, in an unexplored situation, in practice. Such tests can be used as tasks in practical classes or during the final control for the entire course studied. Creating such tasks requires special skills of teachers.

Pedagogical test is a system of faceted knowledge of a certain content, increasing complexity, specific form, which allows you to qualitatively assess the structure and effectively measure the level of knowledge, skills, abilities and ideas. This test is a kind of measuring instrument of a certain resolution and accuracy. It should be remembered that the property of facet in the humanities is more difficult to implement due to weak formalization and non-articulation. Test tasks can take different forms, but the main ones in the world are four:

closed, open, for compliance, to establish a sequence. The most important characteristics in the development of pedagogical tests are the complexity of the task, the resolution of the task (differentiation of students who have mastered and not mastered the material), reliability (accuracy of pedagogical assessments, consistency, stability , stability of test results), validity (complex characteristics of the test as validity, significance of its results, adequacy of the test for evaluation purposes).

The fundamental difference between tests and the usual tasks used to control students' knowledge is that the test is a scientifically based method and at the same time a tool for researching a number of scientific areas of personality, abilities and other issues necessary for scientific organization of the educational process. Testing, like any other method of controlling students' knowledge, has advantages and disadvantages.

The advantages of the authors include: objectivity and fairness of knowledge assessment; lack of emotional stress and overload, psychological impact on the student; comparison of grades from the same discipline for teachers, faculties, institutes, which allows to obtain objective material about the level of training of students and the quality of teaching; the possibility of widespread use of technical means and personal computer, which increase the efficiency and quality of teachers; the ability to save time for teachers and students; there is a continuous method of control in comparison with the selective method, which is used in exams, tests.

Disadvantages of testing: high complexity of developing scientifically based tests that have high and stable indicators of reliability and validity; possibility for students to guess the correct answers; possibility of erroneous assessment. However, the use of modern statistical methods and personal computer in the development, justification and testing of tests makes it possible to eliminate these shortcomings, which allows us to consider testing one of the most acceptable and promising methods of assessing students' knowledge.

Successful achievement of the main goal of training, in our opinion, also depends on the effectiveness of the automated control system. In the classical model of learning, the teacher is the only subject of learning, which is responsible for the control and evaluation of knowledge, as well as checking the results of self-control of students. The automated control system will allow to supplement the classical system with a new means of diagnosing the quality of educational achievements. Using the program, the teacher can analyze the learning process, because this analysis is not fully possible when using traditional teaching aids. It is safe to say that partial automation of knowledge control will:

- ✓ deepen the student's reflection while learning;
- ✓ individualize the learning process;
- ✓ facilitate for the teacher the analysis of control results;
- ✓ reduce subjectivity in the assessment of knowledge;
- ✓ increase students' confidence in the grades obtained during testing.

In addition, the accuracy of accounting for the results of traditional methods of identifying the level of knowledge and skills is low, because the norms of assessment in mathematics are formulated mainly at a qualitative level and do not allow unambiguous interpretation of their requirements. The accuracy and objectivity of the diagnosis will increase if traditional methods are combined with testing.

Computer performance testing makes it possible to implement the basic didactic principles of learning control:

- ✓ the principle of individual nature of testing and assessment of knowledge;
- ✓ the principle of systematic testing and assessment of knowledge;
- ✓ the principle of subjectivity;
- ✓ the principle of differentiated assessment of learning success;
- ✓ the principle of uniformity of teachers' requirements for students;

✓ the principle of objectivity.

Active use of test control also requires the adoption of professional educational standards, which will determine the effectiveness of testing. And this, in turn, will lead to a significant restructuring of the educational process in secondary school, changes in the system of teacher training for secondary and higher education, to the active introduction of computer and information technology in the educational process of secondary and higher education. The introduction of test control technologies at all levels is impossible without improving the psychometric culture of all actors in the process of modernization of the educational system and requires a clear audit of the whole set of measures related to the introduction of test technologies by international educational organizations.

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