

MONITORING THE QUALITY OF KNOWLEDGE IN THE PERSON-ORIENTED EDUCATION SYSTEM

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Abstract: the paper states how the use of monitoring in identifying the quality of students' knowledge in the system of lifelong student-oriented education will help improve the effectiveness of training and provide an assessment of students' knowledge and skills adequate to the requirements of the continuity of higher professional education.

Keywords: effectiveness of training, quality of control, diagnostic technology, main problems, student-oriented type of education, results of control, concept, increase the effectiveness of training.

Monitoring is a multifaceted problem that is being learned by scientists from various fields of knowledge and is considered as one of the most significant, relatively independent links that contribute to improving the grade of education [1].

The study of the features and processes of the formation of monitoring suggests that when we use this method in identifying the quality or the grade of students' knowledge in the system of lifelong student-oriented education we can see that it will help increase the effectiveness of training and provide an assessment of students' knowledge and skills adequate to the requirements of the continuity of higher professional education [1,2].

Solving the problem of pedagogical monitoring is associated with numerous difficulties due to the lack of theoretical work to substantiate the possibilities of quality

control in teaching and in managing the quality of education [3]. Only at the end of the 90s of the last century, the first attempts to use the results of control in student-centered learning appeared, which was reflected in the variety of approaches of domestic authors (M.K. Akimova, E.V. Bondarevskaya, S. Kulnevich, G.K. Selevko, V.V Serikov, I.S Yakimanskaya and oth.) to the problem of assessing the quality of knowledge in line with student-oriented education.

In modern conditions, the implementation of monitoring as a diagnostic technology of a specific subject area becomes relevant, which allows evaluating monitoring from a didactic standpoint and revealing its features in relation to a student-oriented continuous pedagogical process [4].

Study of criteria for monitoring the quality of knowledge in the system

student-oriented education helps to overcome in the pedagogical theory of a noticeable contradiction between the emergence of more and more new technologies for measuring the results of education and insufficient effectiveness of educational processes, as well as lack of development of the concept of quality of education.

Conducted analysis of the modern educational situation suggests that one of the main problems of pedagogical diagnostics is the lack of diagnostic "tools" [5].

Diagnostics, assessment of the state and capabilities of the system make it possible to decide on the choice of a strategy for managing the quality of education. Many scientists of pedagogy see the definition of the optimal set of directly recorded indicators of the state of pedagogical phenomena and processes, where each individual indicator only with some probability indicates the possibility of managing the quality of education.

In the context of the transition to a student-oriented type of education, the development of criteria and meters for the integral cultural process of a student's development, which is largely predetermined by the student's potential, becomes relevant [2,6]. One of the majority effective means of diagnosing potentialities is criterion-oriented testing, which allows you to combine the meaningful content of control tasks with the mathematical accuracy of evaluating test results.

It has been established that the necessary part or we can call it like a stage in the development of a monitoring technology for monitoring and evaluating the quality of students' knowledge in the context of student-centered continuous education is the creation of a hierarchy of a system of learning purposes [2], which includes: a goal formulated in general terms; goal set diagnostically; technological task of the system of goals of the learning process, which provides for the expression of goals through the results of the student's activities and the standards of educational tasks.

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