METHODS OF THE MODULAR-RATING SYSTEM OF TEACHING AND CONTROL AS A STRATEGY FOR IMPROVING THE MONITORING OF THE LEARNING PROCESS OF STUDENTS

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ABSTRACT

The modular rating system of teaching and control, which has emerged in the countries of the English-speaking world to a greater extent than the traditional one, is adapted to the conditions that have become new for our pedagogy. The modular learning system is structured in more detail than the traditional one, and the program of educational activities is brought to the students in advance. The purpose of all these classes is to orient the student to an independent in-depth study of this subject in case of interest, otherwise - to give the necessary vital minimum of knowledge on the subject.

Key words: The modular rating system, didactic tests, main components of the module-rating system, the link between the modules, examples of controlling the assimilation of material, special construction of training courses, level of complexity, training course.

INTRODUCTION

The modular rating system of training and control, which has emerged in the countries of the English-speaking world, for example the USA has recently been trying more and more resolutely to take root on domestic soil, although interest in it has been manifested for a long time [1]. This model, to a greater extent than the traditional one, is adapted to the conditions that have become new for our pedagogy. This includes an emphasis on education in the spirit of democracy and human rights, the early formation of a sense of independence and responsibility, the priority of active forms of education, an impartial assessment of personal qualities (including knowledge), the equivalence of state and non-state organizations of education and upbringing, etc [2].

MATERIALS AND METHODS

Certain differences of opinion among the interviewed teachers arose regarding the understanding of the rating assessment: 55% of respondents believe that the rating is the distribution of students in the classroom according to the degree of academic

performance, from the best to the worst; 25.6% put into this concept the idea of a multi-point scale of marks (10-20 points); 5.5% identify the rating with a one-point scale of marks; 3% of teachers have their own understanding of this term (the answers were reduced to the interpretation of the rating as a system that provides all students with equal starting opportunities and ranks them according to changes in study results); 10.9% of teachers do not perceive the rating at all. Unfortunately, only a little more than half of our teachers have a correct idea of the rating assessment, and given that every tenth teacher does not know anything about it, this problem of didactic control in our school practice belongs to an undeveloped area [3]. This picture is confirmed again by research materials (N.G. Dai-ri).

RESULT AND DISCUSSION

The following main components of the module-rating system of teaching and knowledge control can be distinguished:

- the complete absence of the coordinating significance of state intervention, which only monitors compliance with the established principles of interaction between secondary and higher schools during the transition of students. In the USA, such interference manifests itself in the form of a single national exam, which is a high school graduation, according to the results of which applicants are admitted to universities;

- special construction of training courses: their division into equal-sized blocks (modules), each of which contains the main stages of control: incoming, current and output. Thus, the implementation of a modular rating system is possible only if there is an appropriate didactic apparatus. It should be emphasized that in the modular rating system, the students' self-education is given disproportionately more importance than in the traditional domestic;

- a multi-point scale of the mark, reflecting the current state of the students' knowledge both in absolute and relative terms (among the group, in comparison with their previous results). This provision, called rating, or individual cumulative index (ICI), is formed by summing up the results of its current activities within each training module. Accordingly, the test tasks have different values, expressed in the number of points for their performance, depending on the level of complexity;

- priority of the most objective, standardized and formalized methods of control, which are primarily didactic tests. Tests are used at all stages of control;

- a special system of knowledge accounting, which has a number of national variations. Its main meaning is the visibility of comparing the current results of academic performance with other periods of study (modules) or indicating the students' place in terms of academic performance among other members of the team. The student

has the opportunity to discover a weak point in his academic performance and to restructure his educational activities accordingly.

The principal characteristic feature of the modular rating system is the special construction of the training course and the corresponding methodological support associated with it. The weak results shown during the mechanical introduction of rating control into the traditional methodology of teaching subjects are explained precisely by ignoring the modular component of this process. The entire training course consists of independent and equivalent, both in content and in terms of time spent on studying, blocks (modules). "A module is understood as a training package covering a conceptual unit of educational material, and the module does not necessarily correspond to a completed educational topic. Each module contains an action program, an information bank and a methodological guide for achieving goals" [4, p. 167]. The total number of modules in relation to school courses is unlikely to exceed 4-6. The link between the modules is the output (input) control [5]. Inside, each module consists of different forms of classes, and the student must report on each type of classes. Approximate construction of the module: input control; new theoretical (lecture) material; control of the assimilation of theoretical material; practical classes (seminars, laboratory classes), verification of the results of practical classes; independent work of students [6]; control of independent work; output control.

Here are examples of controlling the assimilation of material on the subject of higher mathematics [5]:

Pic.1

A VENN DIAGRAM

DOT PRODUCT OF VECTORS

VECTOR PRODUCT OF VECTORS

MIXED PRODUCT OF VECTORS
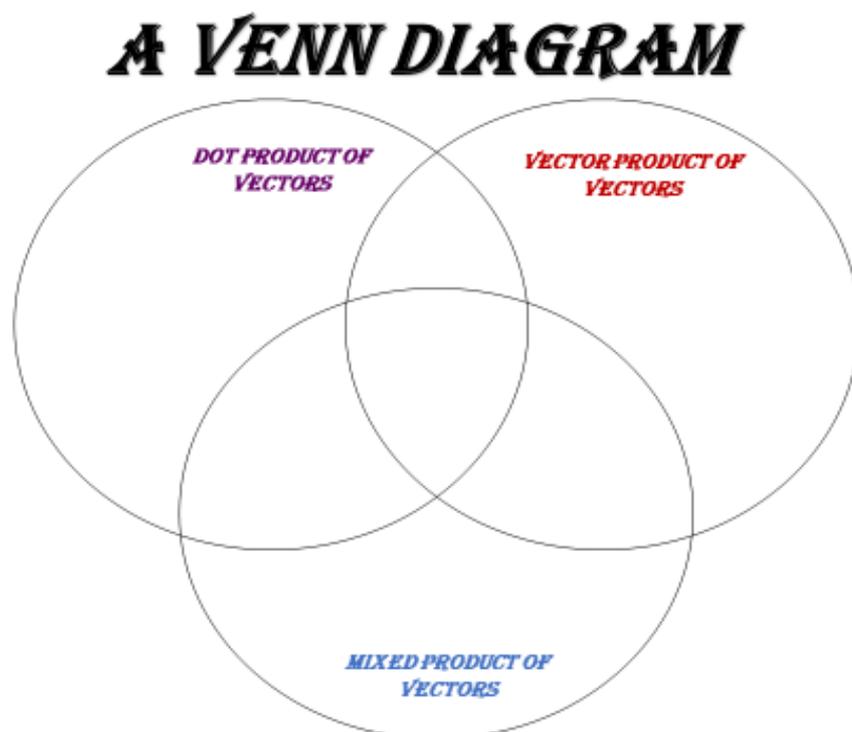
Pic.2

NON-STANDARD TEST

1. $\int \dfrac{dx}{\sqrt{x^2 \pm 1}}$	A. $tgx + C$
2. $\int \dfrac{dx}{a^2 + x^2}$	B. $-ctg\dfrac{x}{2} + C$
3. $\int \dfrac{dx}{cos^2 x}$	C. $\dfrac{1}{4}[(x+3)-(x-1)]$
4. $\int \dfrac{dx}{1-cosx}$	D. $ln\left|x + \sqrt{x^2 \pm 1}\right| + C$
5. 1	E. $\dfrac{1}{a} arctg\dfrac{x}{a} + C, (a \ne 0)$

As you can see, methods of non-standard test and Venn diagrams are used here, which contribute to the creative thinking of the student, as well as forms and develops the concepts of independent, collective work.

CONCLUSION

The modular learning system is structured in more detail than the traditional one, and the program of educational activities is brought to the students in advance [7]. "Ideally, modular learning is presented in an automated form" [4, p.167], i.e. it is aimed at individualizing learning: the student independently, but with the support of the teacher, distributes his efforts to achieve the designated educational goals.

It should be particularly noted that the modular system does not work on the principle of a "set lunch", like a traditional system, but on the principle of a "buffet", i.e. it is designed for independence and activity of students seeking to gain the most useful knowledge from studying the subject [4, p.168]. Accordingly, theoretical, practical and independent classes are built here somewhat differently than with traditional teaching methods. The purpose of all these classes is to orient the student to an independent in-depth study of this subject in case of interest, otherwise - to give the necessary vital minimum of knowledge on the subject. Thus, two components can be distinguished here - the basic and the developing one, and the priority (and in terms of the cost of training time, including) remains precisely for the developing function.

The organization of modular training requires the teacher to search for new forms of classes, because many traditional forms of the lesson are unacceptable here.

Practical classes and orientation to independent work should be organized in such a way as to interest students and encourage them to serious and active work.

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