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MODERN METHODS AND APPROCHES OF ASSESSING KNOWLEDGE AND SKILLS IN INFORMATION TECHNOLOGY CLASSES

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ABSTRACT

The article discusses how the improvement of the content of education is inextricably linked with the knowledge of the teacher, pedagogical techniques and skills to apply pedagogical technologies in the education system. The effectiveness of a teacher's professional activity is reflected in the knowledge, skills and competencies acquired by students. The student's independent activity is thought to be related to the extent to which logical thinking has developed on the basis of his or her free thought. The main criteria for the technology of monitoring and evaluation of student knowledge are: "independence in the learning process", "activity in the educational process", "the level of development of creative abilities."

***Key words: professional activity, creative ability, control and evaluation technology, logical thinking, professional qualities*.**

INTRODUCTION

The main criteria of the technology of monitoring and evaluation of student knowledge should include the personal and professional qualities that characterize the student as a future teacher. Hence, the answer to the question of how well a student is shaped as an individual and as a future teacher, and whether there is a correlation between his or her personal and professional characteristics, is an assessment of student performance. Monitoring and evaluation of students' knowledge is often seen as a means of feedback specific to the learning process. It does not take into account the degree to which the personal and professional qualities of the future specialist are formed[1]. The neglect of these features leads to a neglect of the training of competitive personnel. Student control is divided into current, intermediate and final types. The current type of control involves predicting the level of knowledge that has already been mastered, all the knowledge that needs to be mastered. Current control will determine whether a student is able to master each topic in a timely manner in accordance with the requirements of the program. This is where the benefits of current control come into play[29]. Therefore, the main task of the current control is to scientifically and methodologically determine the next knowledge to be acquired on the basis of the acquired knowledge, skills and abilities. In accordance with the principle of systematization and coherence of education, the intermediate control assesses knowledge of major topics, chapters or a set of modular topics[11]. In both types of control, special attention is paid to the independence and activity of students' free thought. In this process, each student will have the opportunity to self-monitor. The final control is accepted when the hours set in the program (i.e. all the topics in the plan) are

completed. In the final control, special attention is paid to the principle of scientific unity of education and education.

LITERATURE REVIEW

It is advisable to rely on B. Bloom's pedagogical taxonomy in monitoring and evaluating students' knowledge[28]. In this case, it becomes clear to what extent the student can set an educational goal and ways to achieve it, that is, to what stage the student's knowledge corresponds. At the same time, prognostic data on the intellectual and creative potential of the student, educational and methodological experience and professional training are obtained[2]. The focus is on the student's ability to learn independently, and on this basis, the extent to which the necessary skills and competencies are formed and the ability to apply them in professional practice[12]. These are technologies for assessing the extent to which a student is entering a career. In general secondary education, a system of assessment and corresponding rating of student performance has been introduced[3]. In the rating system developed in accordance with the requirements of the STS for the training of bachelors with higher education, the procedure for controlling the quality of student knowledge is as follows[27]:

- types of control (current, intermediate, final);
- methods of control (oral, written, pedagogical test);
- rating scale;
- combining the student's grade with the total grade (score) for the subject.

ANALYSIS

The results of many years of research show that traditional teaching remains one of the most effective models of education. A traditional lesson is for a certain period of time. The learning process is more teacher-centered, with an introductory, illuminating, reinforcing, and concluding learning model[13]. While the curriculum is new and more complex, traditional teaching is often the only method in the learning process. It is known that in the traditional lesson the teacher is at the center of the educational process[26]. For this reason, traditional teaching is sometimes referred to as teacher-centered teaching. As a teacher at the center, the learning process, the purpose of the lesson, and its positive aspects are based on the following principles:

- increase the student's interest in learning;

- take into account previously acquired knowledge;

- coordination of the speed of the learning process[4];

- support of student initiative and commitment;

- practical training[25];

- two-sided opinion - providing feedback;

- Proper organization of the learning process[14];

- Teacher - a person who facilitates the learning process for students;

- assessment of the educational process[5].

The traditional teaching model uses more methods such as lectures, questions and answers, and practical exercises. For this reason, in these cases, the effectiveness of traditional lessons is much lower, and students become passive participants in the learning process[24].

DISCUSSION

The main components of a traditional lesson are the following steps.

1. Introduction stage:

- Repetition of the previous educational material;

- Explain the purpose of the lesson[6];

- Introduction to the content and plan of the lesson.

2. Coverage of a new topic[15]:

- Divide the new topic into small pieces;

- Presentation of various examples as much as possible;

- not to deviate from the topic[23];

- re-explanation of complex aspects of educational material;

- check the level of understanding of students;

- providing feedback[7].

3. Exercise to strengthen the material. Complete analysis of the solution of a task (problem) with students[22].

4. Orientation exercise. Students complete the task independently, and the teacher monitors and corrects them.

5. Exercises performed independently. Students complete the exercise independently without the help of a teacher.

6. Check the level of understanding of students[8].

7. Completion. Traditional teaching methods (with the teacher at the center of the learning process) have the following advantages and disadvantages.

Advantages:

- have certain skills and are useful in the study of science[16];

- high level of control over the teaching process and learning environment by the teacher[21];

- efficient use of time;

- relies on accurate scientific knowledge.

Disadvantages:

- students become passive participants[9];

- full teacher control does not motivate all students;

- students cannot communicate directly with the teacher;

- as the level of memory is not the same for all students, the level of mastery in the group may be low[17];

- There are no conditions for independent study and decision-making[20].

In the process of non-traditional teaching, using the organizational forms of teaching (frontal, group work, individual work), the teacher can use the following methods in teaching:

Mental attack. In this method, the teacher gives the students a task (question) and collects the students' feedback on the assignment. Students work together to solve a complex problem. They come up with their own ideas to solve it[10].

Oral and written exercises. Oral exercises develop students' speech culture and logical thinking, as well as their cognitive abilities. Through written exercises, students develop, deepen and strengthen relevant skills and competencies Self-certification. It is a way for every educator and learner to control their own activities.

Analysis of results. The results of the teacher's assessment of students and the degree to which they achieved the objectives of the lesson are analyzed[19].

Use of video materials. Use of multimedia systems, videos, educational television, computers that display information on the screen during the lessons[18].

Work with visual aids (diagrams, maps, photographs, works of art, posters). Students work independently with visual aids. They also make their own exhibits.

Conversation. It is a dialogue, a question-and-answer method of teaching and learning. The interview can be done individually or as a group.

Explore the situation. Standard situations that arise in educational institutions are studied and ways to solve them are developed.

Teach others. In this way, learners exchange information and data with each other on the problem.

V.Conclusion

At present, modern forms and methods of teaching are widely used in educational institutions. First, the use of modern teaching methods leads to high efficiency in education. Second, in traditional teaching, the teacher is given freedom (subject-object), and in non-traditional teaching, the student is given freedom, democratization of teacher-student relations (subject -object) on the basis of which educational processes are organized.

In short, the effective use of non-traditional teaching methods depends on the professionalism and skill of the teacher.

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