



Traditional Innovative and Technological Means of Assessing the Results of Knowledge

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Abstract: The problem of measuring and evaluating learning outcomes is one of the most important in pedagogical theory and practice. The solution of this problem is necessary for assessing the effectiveness of pedagogical innovations and technologies. The complexity of pedagogical phenomena as well as the presence of a large number of factors including random factors that affect the pedagogical process and its results, lead to the fact that the pedagogical process can not be regarded as completely deterministic. With the most perfect organization of the pedagogical process, we can't unequivocally predict what the results of training will be for each individual student. In connection with this, the modern education system puts forward a demand: each teacher should strive to improve the objectivity of evaluation, use, along with traditional controls and innovative achievements in pedagogical science. The theme of hanging the effectiveness and quality of education and as a consequence of the pedagogical process represents an extensive field for study. This is due to the fact that with the development of human society, the development of all forms of activity.

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INTRODUCTION

The development of science and technology, medicine and other inalienable spheres of life leads to the need to improve the quality of education. Certainly, at the early stage of human education, for example, a kindergarten or a school, the foundations of thinking are laid, the necessary basis for further life and education is created. In higher educational institutions more profound and narrowly specialized knowledge is laid that help to become a specialist in one or another field. Further, a

person throughout his life improves and deepens his knowledge. And at all stages you need to think about how effectively you get, use and improve your knowledge^[1].

After all, you can learn in different ways. For example, to take two people and train them in the same way but in different ways the first by the old methods and the second one with the help of new methods and means as a result, we get that the second learned faster and better than the first^[2]. Of course, it is difficult enough to affirm the truth of this example but most likely it will. Proceeding from the context of the above, we will

determine with the purpose of this research, to consider the very concept of the effectiveness of the pedagogical process, the ways to improve it and the evaluation criteria.

Defining the direction of work on the abstract, at first I decided to find out precisely the definition of concepts that I am going to operate with. And the simple and wise words of the founder of European Science Rene Descartes acquire special significance: "Determine the meanings of words thereby you will save humanity from half the prejudice".

"Quality" is derived from the words "how", "what", "what properties". In practice, usually use one of two interpretations-philosophical or industrial.

The philosophical understanding of the quality of education is what distinguishes education from other inventions, systems, activities (for example, health, trade, construction, sports) in fact it is a synonym for the term "education", it is about its essence. We distinguish fabrics by color (blue or red), according to the material from which they are made (silk or woolen), etc., we use the philosophical interpretation of the concept of "quality".

The concept of "quality of education" in its philosophical interpretation can be applied to various models of educational practice. For example, the system of education, the usual class-lesson or subject-group: teaching is conducted in one parallel not in classes but in groups of in-depth or ordinary study these are the program options for each subject of general education of different quality and does not carry any assessments (what's worse is that it's better not to fix different quality, different properties, just like red and blue which does not mean good or bad).

Of greater importance is, if I may say so, the production interpretation where the key concept is the "quality of products" as a set of essential consumer properties of this product, significant for the consumer. A set of these properties and is placed in the basis of product specifications, standards, standards. With this interpretation, two characteristics of the quality of any product are distinguished:

- The presence of certain properties
- Consideration of their value not from the manufacturer's point of view but from the consumer's point of view

In the dictionary of concepts and terms on the legislation of the Russian Federation on education "The quality of education of graduates" is interpreted as a certain level of knowledge and skills, mental, physical and moral development which graduates of the educational institutions in accordance with the planned goals of education and upbringing^[3].

It is positive that the quality is aligned with the planned goals (suppose that the author had in mind exactly operational goals, it is understood that in the formulation of the goal there is always (clear, clear) a mechanism (technology, method). It follows that the goal and result must be presented, measured, characterized, described in some units in some parameters). The point of view of the authors of this book is this: under the "certain level" of any indicators take indicators predicted in the zone of potential development of a particular graduate. The brochure "The Concept of Quality Management of Education" prepared by the author's collective of the Perm Region Administration and issued by the Department of Education and Science of the Perm Region Administration in 1997 gives a slightly different interpretation of the concept under study: "By the quality of the student's education, we mean a certain level of the content of education knowledge, methods of activity, experience of creative activity, emotional-personal relations), physical, mental and civil development which he achieves on RA different stages of the educational process in connection with the individual capabilities, aspirations, education and training goals, we can say that the interpretation of the concept under study complete but faulty because it requires additional clarification and comments, "certainty" level.

In "Quality Management Education" under. Ed. Doctor of Pedagogical Sciences Potashnik proposed a definition that in my opinion, reflects the essence of the concept of "quality of education": "It will be about presenting the quality of education as a goal-result relationship as a measure of achieving goals while goals (results) are given only operationally and predicted in the potential. In other words: the education received by a schoolboy is considered qualitative if his results correspond to operationally specified goals and are predicted in the zone of potential development of the student^[4]. We will never forget that the results of education must necessarily include estimates of what price (at the cost of what losses, costs) these results are achieved. This is either the absence or minimization of the negative consequences of the educational process, that is, in all cases are the achievement of not any good, namely the highest possible with the minimum necessary expenditure of energy, energy, time, etc., result, in other words it is about optimal results".

MATERIALS AND METHODS

Ask the question; "What can the school do with the quality of education"?: To learn to correctly forecast, design, simulate those qualities (properties) of the graduate preparation that the school expects to receive at the "exit" of the educational process, that is, to determine the quality of education required in the future^[5].

Provide, support the achievement of the required level of education quality, in time, stopping unwanted deviations from it. Improve the quality of education, bringing it in line with the growing demands of external customers. Improving the quality of education, the emergence of its new properties is possible only through the development of education (that is, through an innovative process). To create and evaluate the real quality of education, its compliance with the required standards.

My work is aimed at point 3; What is innovation in education and how can it affect the quality of education?:

At present, in our country there are significant changes in the national education policy. This is due to the transition to the positions of personal-oriented pedagogy. One of the tasks of the modern school is the disclosure of the potential of all participants in the pedagogical process, the provision of opportunities for them to display creative abilities. The solution of these tasks is impossible without the implementation of the variability of educational processes in connection with which there are various innovative types and types of educational institutions that require profound scientific and practical understanding^[6].

The change in the role of education in society determined most of the innovation processes:

“From the socially passive, routineized, occurring in traditional social institutions, education becomes active, the educational potential of both social institutions and the personal is being updated”. Formerly, unconditional educational guidelines were the formation of knowledge, skills, information and social skills (qualities) that provide a “willingness to live” in turn, understood as the ability to adapt a person to public circumstances. Now, education increasingly focuses on the creation of such technologies and ways of influencing the individual in which a balance is ensured between social and individual needs and which, by launching the mechanism of self-development (self-improvement, self-education), ensure the individual’s readiness to realize his own individuality and society’s changes. Many educational institutions began to introduce some new elements into their activities but the practice of transformation faced a serious contradiction between the existing need for rapid development and the inability of teachers to do this. To learn how to develop the school competently, you need to freely navigate in such terms as “new”, “innovation”, “innovation”, “innovation process” which are not so simple and unambiguous as it may seem at first glance^[7].

In the domestic literature, the problem of innovation has long been considered in the system of economic research. However, over time, the problem arose of assessing the qualitative characteristics of innovation

changes in all spheres of social life but it is impossible to determine these changes only within the framework of economic theories. A different approach is needed to research innovative processes where the analysis of innovative problems includes the use of modern achievements not only in the field of science and technology but also in the spheres of management, education, law, etc^[8].

The search for the solution of pedagogical problems of innovation is connected with the analysis of the existing results of the study of the essence, structure, classification and features of the course of innovative processes in the sphere of education.

In fact, this is the main answer to the question: What is “innovative education” today? This is an education that is capable of self-development and which creates conditions for the full development of all its participants, hence, the main thesis; innovative education is a developing and developing education.

At the theoretical and methodological level, the problem of innovations is most fundamentally reflected in the work of M.M. Potashnik, A.V. Khutorsky, N.B. Pugacheva, V. Lazarev, V. Zagvyazinsky from the position of the system-activity approach which makes it possible to analyze only some stages of the innovation process but also to move on to a comprehensive study of innovations.

The word “quality” is derived from the words “how”, “what”, “what properties”. In practice, one usually uses one of two interpretations of this concept-philosophical or industrial.

The concept of “quality of education” in its philosophical interpretation can be applied to different models of educational practice and does not bear any assessments (which is worse which is better), it fixes different quality, different properties. In philosophy, this category is not evaluative and therefore the philosophical interpretation of quality is pointless to raise the question of measuring or other assessment of quality, low, high, etc^[9].

As a pedagogical problem, the quality of education is considered from the standpoint of qualification a triune science including the theory of quality, the theory of quality assessment (qualimetry) and the theory of quality management. The quality of education as a complex category and a multifaceted problem can be uncovered through categories of property, structure, system, quantity, efficiency, evaluation, management, etc. In this case, V. Panasyuk proposes to disclose the category “quality” through the following definitions:

- Quality is a collection of properties (property aspect)
- Quality structurally: it is a system of properties or qualities of parts of an object or process (an aspect of structurality)

- The quality is dynamic (the dynamic aspect)
- Quality is the essential determinateness of an object or process, the internal moment, is expressed in the natural connection of the constituent parts, the elements (the aspect of certainty)
- Quality is the basis for the existence of an object or process. In this aspect it is revealed through categories of property, structure, system, boundaries, integrity, variability, quantity (aspect of external-internal conditioning)
- The quality of objects and processes created by man is valuable (axiological aspect)

Given the above definitions, the quality of education can be represented as a set of properties that determines the fitness of education for the realization of social goals for the formation and development of the personality in the aspects of its training, upbringing and the expression of social, mental and physical properties^[10].

The concept of the quality of education appears already at the stage of formation of religious educational systems. It is in this era that the formation of ideas about education as a special kind of spiritual practice takes place, the dignity of which is determined by the measure of the presence of the spiritual first in the educational environment. Accordingly, the quality of religious education was determined by the degree of correspondence of individual spiritual practice the notions of a religious ideal fixed in certain metaphysical texts. The means of identifying this correspondence were tests that made recognition in a new capacity not only prestigious but also dangerous.

Gradually, the development of society and the state was accompanied by a gradual desacralization and in a certain sense, “democratization” of religious knowledge. These processes were accelerated many times after a series of church splits that occurred in the 14th-17th centuries, one of the results of which was the approval of the Reformation. It is in the context of this social and cultural process that the individual capacity for reading, understanding and interpreting the Bible has proved to be a universal and compulsory norm. At the same time, the ideas of universality and compulsory education that have become so familiar to us are being formed in the European public consciousness.

The phenomenon of “quality of education” at that time can be represented by the concept of “literacy”. Regardless of the origin and intended occupation, the ability to read, write, perform simple mathematical actions become a prerequisite for any professional career. Thus, “literacy” is associated not so much with the “simplest” level of education but with the achievement of public consent regarding the “educational qualification” of every legal citizen.

It is during this period that a five-point system emerges, focused on evaluating individual achievements in individual subjects.

In parallel with this line of development of education in the Middle Ages, a whole series of relatively independent educational practices develop, ensuring the reproduction of the shop and class organization of society. In the modern sense, we can talk about “professional education”, realizing that the very concept of “profession” belongs to a much later historical period (not earlier than the XIX century).

If we try to determine the most significant aspect of the quality of educational practice in the conditions of the shop division of labor, the measure of the quality of education of this kind is “skill” as a special kind of fusion of spiritual traditions, the secrets of successful and effective activity, individual abilities and the public need to preserve the appropriate production.

The category of mastery is also system-forming in relation to the methods of diagnosing the quality of education: a specially organized competition is the most adequate form of professional testing in which the ideal is not known but is created in the conditions of competition between the shop’s representatives^[11].

All these approaches to determining the quality of education to some extent participated in the formation of modern ideas about the quality of education in the system of professional teacher education.

The concept of “quality of education” is dynamic: it is variable in time, different in levels of education, types and types of educational institutions, differently understood by subjects of educational activity, consumers and customers.

In the pedagogical theory, various aspects of the quality of education are studied: the quality of knowledge, the quality of instruction, the results of educational activity; interpretations of the given concept from the point of view of didactic, pedagogy, psychology, methodology are given; new categories are introduced that determine the quality, functional literacy, education, competence.

Thus, we can speak about the multi-facetedness of this concept both in relation to human education and in relation to the levels of quality management.

Discussion of the concept of “quality education” has been conducted for many years. The result of all these discussions was the conclusion that it is simply impossible to give an unambiguous definition of the concept of “quality of education”. However, for practical purposes, the quality of education was decided to understand the changes in the educational process and in the environment surrounding the trainee which can be identified as an improvement in the knowledge, skills and values acquired by the trainee at the conclusion of a certain stage.

Existing approaches to determining the quality of education Gutnik offers the following classification:

- An empirical definition of the quality of education (it is used, for example by parents when choosing an educational institution for their child)
- Formally-report determination of the percentage of students achieving “4” and “5” at the general level of academic achievement (this definition is often featured in many representative data of an educational institution)
- Didactic (definition of the level of training based on test technologies)
- Psychological-didactic (psychological tests are added to subject tests)
- Pedagogical (the definition of the quality of education includes an assessment of the level of upbringing)
- Procedural (assessment of the quality of education according to the parameters of the educational process)
- Comprehensive (in the assessment of the quality of education includes material base, personnel, programs, forms and methods of work, etc.)
- Multi-parametric definition of the quality of education (used to assess higher education and regional educational systems)
- Methodological definition (the quality of education is the ratio of an operationally defined goal and result)

In the opinion of A.G. Bermus, the quality of the results of education assumes the existence of several systems of performance perceptions. Quality can be defined in terms of the state (the conformity of the results of education with normative documents)-society (the conformity of the result of education with the needs of the labor market). The person (the conformity of the result of education with expectations).

Some misunderstanding of the meaning of quality is enhanced by the fact that it can be used both as an absolute and as a relative concept. Quality in everyday, everyday understanding is used mainly as an absolute concept. People use it, for example, when describing expensive restaurants (quality of services) and luxurious things (product quality).

When used in a domestic context, subjects that are given a qualitative assessment from the point of view of the absolute concept are the highest standard that is impossible as it is tacitly supposed, to surpass. Qualitative products include perfect items that are made without limiting the costs for them. Rarity and high cost are two distinctive features of this definition. In this sense, quality is used to reflect status and superiority. Possession of objects of “quality” distinguishes their owners among those who can’t afford to possess them^[12].

When used in the educational context, the concept of “quality” acquires a substantially different meaning. The absolute concept of “high quality” has nothing to do with the quality management system in education. Nevertheless, in the course of discussions on quality management, the question often arises of its absolute value which has an aura of luxury and high status. This idealized use of the concept can be useful for public relations it can assist the educational institution in improving its image. It also demonstrates the importance of improving quality as a striving for the highest standards.

Quality is also used as a relative term. In this case, quality is not an attribute of a product or service. It is something that is attributed to it. Quality can be judged when a product or service meets the requirements of its corresponding standards or specifications^[13].

Quality as a relative concept has two aspects: the first, compliance with standards or specifications, the second, compliance with the needs of the consumer.

The first “match” often means “fitness for purpose or application”. Sometimes it is called quality from the manufacturer’s point of view. Under the quality of products or services, the manufacturer understands the products or services provided to them that meet the requirements of standards or specifications. The quality is demonstrated by the manufacturer in the form of a system known as the quality assurance system which makes it possible to continuously produce products, services that meet a certain standard or specification. Products demonstrate quality for as long as the manufacturer requires of it.

Due to the fact that the views of the producer and the consumer do not always coincide, the question arises as to who should decide whether the university’s services are of high quality. It often happens that excellent and useful products or services are not perceived by consumers as having quality. This problem is especially acute in the field of education. The rejection of a single state system of education, from many long established traditions and the introduction of new ones (testing at admission to universities instead of traditional exams, lengthening the time of schooling, intensive development of the system of non-state education, etc.) leads to the problem of the quality of education in a number of priority state and social problems.

Each institution needs to plan the quality of education. Planning the quality of education is associated with the development of a long-term direction of the educational institution. Strong strategic planning is one of the most important factors for the success of any institution in the education system^[14].

RESULTS AND DISCUSSION

Knowledge control is one of the main elements in assessing the quality of education. Teachers daily monitor the educational activities of their students through oral interviews during classes and by evaluating various written works.

This informal assessment which pursues a purely pedagogical goal within the framework of the educational institution, refers to natural norms, given that the results of each student should be at least average. In other words, the grade that the teacher presents is almost always indicative of a permissible level which obviously limits its value.

A modern approach to assessing the results of higher education is more critical. Indeed, the approaches themselves and the choice of evaluation criteria have become much more thorough. At the same time, more cautious approach to the possibility of using the results of evaluation for the purposes of pedagogical diagnosis. To be used for one purpose or another, the evaluation results must have three qualities:

- Clearly follow the teaching programs
- Be objective and stable (i.e., not subject to change, independent of the time or nature of the examiner)
- To be economically viable (i.e., time, scientific forces and means for their development and implementation should be accessible to the state)

The Law of the Russian Federation “On Education” proclaims as one of the main principles of state policy, the adaptability of the education system to the levels and characteristics of the development of students. Pedagogical control is an important component of the pedagogical system and part of the educational process. Until now, its result is unconditionally considered an assessment of student achievement. The evaluation determines the compliance of student’s activities with the requirements of a specific pedagogical system and the entire education system^[15].

In the practice of traditional education, there are significant negative aspects of the evaluation system. The analysis of traditional methods of verification showed that the system of assessing the quality of education does not rely on objective methods of pedagogical measurements, that is why “quality” is treated quite arbitrarily today, each teacher develops his own system of verification tasks. The aim of the measurement in pedagogy is to obtain numerical equivalents of knowledge levels. Measurers are means and methods of identifying, according to predetermined parameters, qualitative and quantitative characteristics of student’s achievement in the level of training. Studying the scientific works on the issues of quantitative study of learning and its

effectiveness, we can identify that different researchers approach learning from various points of view, the possibility of a mathematical evaluation of the results obtained, the application of quantitative criteria for determining its effectiveness is discussed.

The subjectivity of the assessment of knowledge is related to a certain extent with the insufficient development of methods for monitoring the knowledge system. Often, the evaluation of a topic, a course or its parts occurs by testing individual, often secondary elements, the assimilation of which may not reflect the mastery of the whole system of knowledge, skills and skills that are being formed. The quality and consistency of the questions are determined by each teacher intuitively and often not in the best way. There are unanswered questions about how many questions need to be asked to test the entire topic and how to compare tasks on their diagnostic value^[16].

Verification and assessment of knowledge in the existing forms remain a low-productivity part of the learning process, not only because of the inadequate feedback channels. It can’t solve all the tasks that are put before it also because a very small amount of useful and necessary information passes through these channels in the bilateral exchange between the student and the teacher.

With the existing system of training, the teacher has great opportunities to immediately transfer a large amount of information to a large student group. But at the same time, it is very limited the ability to get the right amount of information on how to assimilate this information by students. The teacher can receive this information, for example, by conducting a test. But he can’t immediately process the received data and moreover, quickly use them to guide the cognitive activity of students.

It is important to note that this information is not enough for students. Teaching can be effective only when the training is systematically and deeply controlled, when students themselves constantly see the result of their work. In the absence of such control in the process of assimilating the educational material, students do not know the true level of their knowledge they do not present their deficiencies.

Without a systematic and sufficient in the scope of the implementation of the principle of feedback can’t, seriously talk about effective management of the learning process. Unfortunately, until now in the practice of university education this principle is very weakly implemented and in a very imperfect form^[17].

We agree with the point of view of NG. Markwerdt that the main fundamental drawback of the training used in the system, in the language of cybernetics is that the learning process is a system with very weak or in some cases no feedback. With certain certainty it can be argued

that insufficient attention to the development of the problem of day-to-day monitoring of student's academic work is one of the reasons for the low effectiveness of the learning process in the university. Life urgently requires the search for better ways and means of ongoing verification and assessment of student's progress. The task is to make current accounting one of the effective means of improving the quality of education^[18].

Each of the applied methods and forms of checking the level of knowledge of students has its advantages and disadvantages, its limitations. In addition, the shortcomings of the existing practice of checking and assessing knowledge include spontaneity, irrational use of methods and forms, the lack of didactic targeting, the teacher's ignoring of the characteristic features of the material of the subject and the conditions of work in the classroom and the lack of systematicness in its conduct.

Many authors criticize fairly the system of current and entrance examinations. A small number of questions do not allow you to objectively test the entire course; questions are often not a reflection of the knowledge, skills and skills that need to be formed. Each of the examiners has a judgment about the respondent's knowledge, his methods and evaluation criteria. The number of additional questions and their complexity depend on the examiner which also affects the overall result. As a result of the examination, the teacher with more or less certainty can judge that the student is familiar to the time of passing the exam with some object of the studied material. On the assimilation of the rest of the material, he can judge only presumably. This task can't be solved by answering two or three questions in 15-20 min of the exam even for an experienced teacher.

One can't ignore the role of psychological factors, the general and special training of the teacher, his personal qualities (principledness, sense of responsibility). All this in one way or another affects the result of checking and evaluating knowledge. The personal qualities of the teacher necessarily manifest themselves both in the nature of teaching and in the process of checking and evaluating knowledge. Consequently, the problem of excluding subjectivity in the evaluation and verification of knowledge requires a very in-depth study.

Concerning the procedure for marking which is commonly referred to as control or testing of knowledge and skills, we tend to support researchers who rightly remark that a confusion of concepts is allowed, since we are dealing with two different processes:

- The process of determining knowledge levels
- The process of establishing the value of this level

Only the second of these is, strictly speaking, an estimate while the first is a measurement carried out by comparison. At the same time, the initial level is compared with the achieved level and with the standard. An estimate is made for the gain to be obtained. However, as we can see, the first of these operations remains the most vulnerable place in the verification of knowledge. From what has been said above, it follows that the problem of determining the different levels of education, as well as the problem of measuring the results of the activity of training has not only arisen in the practice of teaching but also becomes more acute.

Poor organization of knowledge control can be one of the reasons for the decline in the quality of education in general. All the world-known attempts to improve the quality of education, not supported by an effective reform of the knowledge verification system did not usually produce the desired results. Eliminate the subjective element is extremely difficult due to various circumstances. Firstly, the designation of learning outcomes is very conditional: knowledge, skills, learning, achievement, etc. All these concepts do not have a quantitative form of expression. Secondly, public methods of direct measurement of educational activity have not yet been worked out and it is judged on it by means of responses or actions of students.

It is extremely important that the evaluative activity of the teacher is carried out by him in the interests of the socio-psychological development of the individual.

In addition, it is important that the assessment is adequate, fair and objective. A number of typical subjective trends or mistakes in pedagogical evaluation in school monitoring are widely known. S.E. Shishov, V.A. Kalnay in his work "Monitoring the quality of education in school" give examples of such errors:

- Mistakes of generosity
- Halo
- The central tendency
- Contrast
- Intimacy
- Logical errors

Errors of "generosity", or "indulgence" are manifested in the teacher's exposure to inflated estimates. The mistake of the "halo" is connected with the known prejudice of the teachers and is manifested in the tendency to evaluate positively those students to whom they personally view positively and accordingly negatively assess those to whom there is a personal dislike.

Errors of the "central tendency" are manifested in teachers in an effort to avoid extreme assessments. For example, some teachers tend not to put twos and fives.

Errors of “contrast” in evaluating other people are that the knowledge, personality qualities and behavior of the learner are assessed higher or lower depending on whether the teacher himself has the same characteristics higher or lower. For example, a less organized and organized teacher will be more appreciated for students who are distinguished by high organization, accuracy and diligence.

The error of “proximity” is reflected in the fact that it is difficult for a teacher to put a five immediately after a deuce and if the “excellent student” answers the unsatisfactory answer, the teacher is inclined to reconsider his mark in the direction of overstating.

“Logical” errors are manifested in making similar estimates of different psychological properties and characteristics which seem to them logically connected. Typical is the situation when for the same answers on the subject violator of discipline and exemplary in the behavior of the student exposed different estimates.

The listed subjective tendencies of student’s evaluation in social psychology are often called errors, unconsciously admitted by all people.

The teacher, when making an assessment, must justify it every time, guided by logic and existing criteria. It is pedagogical subjectivism that is the main reason why students prefer computer and test forms of control with minimal participation of teachers.

The teacher must consciously strive for an objective and real assessment of the student’s work. In addition, it is necessary each time to explain to students what, why and for which he is given an evaluation.

In pedagogical theory and practice, the following types of control are distinguished: current, intermediate and final.

Current monitoring the main type of testing knowledge, skills and skills of students. Its task is the regular management of student learning activities and its adjustment. It allows you to receive primary information about the progress and quality of learning materials as well as to stimulate regular, intense and focused work of students. This control is an organic part of the whole educational process, it is closely related to the statement of the fixed repetition and the use of educational material. Current monitoring is designed to perform a predictive (or diagnostic) function. This verification function serves to obtain advanced information in the educational process. As a result of the check, the teacher gets the grounds for predicting the progress of studying new material in a certain segment of the learning process: have enough knowledge been generated on the knowledge and skills to assimilate the subsequent portion of the teaching material.

The results of the forecast are used to create a model for the further behavior of the student, who today makes mistakes of this type or has certain problems in the system

of knowledge, skills and cognitive skills. Diagnosis helps to obtain reliable conclusions for further planning and implementation of the learning process.

You can’t allow large intervals in the control of each student. Otherwise, students cease regularly to prepare for classes and therefore, to systematically fix the material they have traversed. To conduct current monitoring, various forms of its organization are used. The most common are written tests (independent work).

According to I.E. Unt, the most important feature that distinguishes independent work from other related concepts is the independence of work in the organizational sense, i.e. Independent work of students is a way of teaching where:

- Students are offered training tasks and guides for their implementation
- The work is carried out without the direct participation of the teacher but under his leadership
- Doing the work requires mental stress from the students

Independent work is one of the forms of organization of student’s learning activities which contributes to the development of their independence and activity in teaching. It can be carried out at lessons and during off-hour time (including during the performance of training assignments) on the instructions of the teacher and on the basis of briefings and consultations.

Independent work is a means of organizing and managing the independent activity of students. Self-employment is a short-term (15-20 min.) Written test of the knowledge and skills of students on a small topic of the course. One of the main goals of this work is to test the assimilation of methods for solving problems; awareness of concepts; orientation on specific rules and patterns. If the independent work is carried out at the initial stage of the development of the skill and skill, then it is not estimated by the mark. Instead, the teacher gives a reasoned analysis of the work of students which he conducts together with them. If the skill is at the stage of consolidation, automation, then the independent work can be estimated by a mark.

It is proposed to carry out dynamic and independent work, designed for a short time (5-10 min). In the case of the systematic conduct of such work, this way of testing knowledge and skills on certain significant issues of the course allows for continuous monitoring and correction of the learning process and the correct choice of teaching methods. The application of this method makes it possible in the shortest possible time to check the assimilation of the educational material by all the students of the group, to determine the directions for individual work with everyone. Periodic (boundary) control makes it possible to determine the quality of student’s study of study

material on sections, topics, subjects. Usually such control is carried out several times in half a year. Controls can serve as an example of such control.

Border control as a rule, covers pupils of the whole class and is conducted in the form of an oral survey or written works. Let's consider the features of conducting written tests.

Written verification is used in all types of control and is carried out both in classroom and in extracurricular work (doing homework). Home control work which takes 10-15 days to complete, covers a large section of the curriculum, requires work with literature and other materials.

Mandatory tests are usually conducted after the completion of the study of the topic or section (module). The timing of their conduct should be determined in such a way as to avoid overloading students. It is advisable to draw up a schedule, rationally distributing all the work planned by the curriculum during the semester. In practice, the following types of control works are most often used:

- Theoretical (check the mastery of the main theoretical provisions of the section studied)
- Practical (check skills to apply the knowledge gained to solve specific problems)
- Complex (contain tasks of a theoretical and practical nature)

CONCLUSION

Based on the above material, it can be said that the tasks that life in the field of education put before us will be solved with the help of various pedagogical innovations.

Theoretical grounds for the introduction of new educational technologies are set fairly clearly they are also based on the psychological characteristics of the age of students.

In my work there is not enough analysis of the experience of schools that teach with the use of different technologies and traditional schools. In my further work on theoretical material, it is important to diagnose the level of the quality of education and to give a comparative description of innovative and traditional schools.

But based on the materials of publications assessing the level of the quality of knowledge, it can be confidently said that the more pedagogical innovations are used in our country, the more developed the students will be and the leaders and teachers are introduced to the processes of introducing innovations.

The method of integration which contributes to the formation of interdisciplinary concepts, determines the nature of inter-subject communications based on the time factor (previous links, perspective, synchronous), allows

for interdisciplinary coordination of the contents of the educational material with the aim of optimizing it (eliminating duplication, discrepancy, chronological inconsistency). This method allows you to adapt the content of curricula to the capabilities of specific students, creates favorable conditions for the development of each student's personality, the formation of positive motivation for teaching, the adequacy of self-esteem, the maximum possible success of training.

In the system of our pedagogical activity, integrated lessons occupy a special place. They help develop the cognitive and creative activity of students, strengthen the motivation for learning. Conducting such lessons is one of the ways to increase the efficiency of the educational process on the basis of the principles of the activity approach in teaching.

The inclusion of students in active teaching work, the use of various forms, methods of cognitive activity, greatly expands the teaching and educational opportunities of the lesson which is the leading form of organization of educational activity.

Innovative methods in teaching are new methods of communicating with students, the position of business cooperation with them and familiarizing them with current problems. Innovative methods are methods that allow students to assert themselves. And self-affirmation is the way to the right choice of one's profession.

In the modern learning process, both traditional and innovative teaching methods are used. It is necessary not only to advance innovative methods but also not to forget about traditional methods that are no less effective and in other cases, they can't be avoided without them.

A. Adamsky argued that: "Only a naive or misguided person can believe that innovative pedagogy is a universal substitute for traditional teaching methods".

It is necessary that traditional and innovative teaching methods be in constant interrelations and complement each other. These two concepts must exist on the same level.

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