ADVANTAGES OF THE TEST METHOD FOR MONITORING LEARNING

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Abstract: The purpose of the article is to theoretically substantiate monitoring the knowledge of students with the help of tests is gaining a stronger position in the system of educational institutions in our country every year. At the same time, directly for the students themselves, this is a fairly new and, for many, unusual form of knowledge control. At the stage of transition to mass and widespread testing, when it has not yet become common and familiar to most schools, it is very important to create a positive attitude among pupils towards this method of monitoring knowledge. The reasons and circumstances of such influence can be very different. It is therefore important for test organizers and teachers to know and anticipate these types of influences and be able to compensate for them with the help of special events and actions.

Key words: pedagogical requirements for monitoring tests, credit-modular training system, students' knowledge, affect the test results.

The introduction of a new form of control - testing - into the learning context leads to a change, first of all, in perceptions and attitudes regarding control. In reality, not only the means and forms of control are changing, the whole situation is changing, including the psychological situation associated with the perception of new means, the formation of students' attitude towards them, the acceptance (approval) or non-acceptance (rejection) of tests as a form of control. For many students, testing is, first of all, new and unusual conditions and activity situations

for them. If we take into account that control and assessment itself causes a state of psychological discomfort in many of them, then it should be assumed that a new unusual situation will only increase this discomfort, which, in turn, will negatively affect the test results. A negative attitude towards testing can also arise under the influence of various types of organizational errors - inaccuracies, etc. The problem, then, is that testing - at least in the early stages - can create difficulties for students. This can lead to the formation of negative motivation. To prevent this from happening, it is necessary to specially prepare schoolchildren for testing, not only informationally, by creating positive motivation in them. In other words, special events and actions are needed aimed at developing the psychological readiness of learners for upcoming activities and ensuring the creation of positive motivation for testing.

In preparation for testing, a number of organizational and methodological activities are usually carried out, including briefing and educational and methodological classes with methodologists and teachers, trial testing, etc. Among the reasons influencing testing and its results, the most important are motivation and readiness for activity.

Motivation determines the individual's personal attitude towards the activity or its individual components - goals, content, procedures, means. This attitude can vary from very positive to very negative. It is known that with a positive attitude towards what remains to be done, the individual has the appropriate attitude and desire, he easily gets involved in the activity and expects positive results from it. The difficulties that arise in this case are perceived normally; they do not destroy activity, but, on the contrary, even stimulate it. With an initially negative attitude towards the upcoming activity, entry into the activity is accompanied, as a rule, by negative emotions, increased anxiety, avoidance (avoidance of activities under various pretexts), etc.

The problem, then, is that many people have negative motivations regarding control and evaluation. This must be taken into account when organizing testing. Psychologists and humanistic teachers say that in order to overcome this "illness,"

it is necessary to structure control and assessment differently, including purposefully creating positive motivation for assessments. The pupil in particular, must learn to properly control and evaluate himself.

Another factor that significantly influences students' attitude towards testing is readiness for activity. It is characterized as the mobilization of the internal reserves of the individual and as a certain internal attitude towards performing activities. Factors influencing motivation and readiness to perform in testing conditions include:

* specific information (knowledge) of schoolchildren about tests and testing, their features, advantages and disadvantages, positive and negative aspects;

* the individual experience of the student, which determines the level of mastery and his practical competence in terms of working with tests: here it will matter whether the student makes mistakes when working with tests or not, what kind of mistakes they are, how he realizes them, whether they have negative consequences for him and etc.

* specific test results, in particular, their compliance or non-compliance with the student's expectations;

* the student's training or level of educational preparation;

* attitude to control, assessments, including tests and testing of teachers and parents of the student;

* individual psychological characteristics and personality traits of a schoolchild;

* the quality of the tests themselves, etc.

The nature of the influence of these factors largely depends on how motivation and readiness are formed - spontaneously or purposefully. In the first case, the result is not predetermined and depends largely on how the specific circumstances of the activity develop: in the second, they (factors) are objects of targeted influence and control, and therefore the likelihood that their negative influence can be compensated or removed is much greater more. It follows from this that, in order to create positive motivation among students and create readiness,

it is necessary, first of all, to understand this task itself, its significance in the context of testing and have the appropriate means (knowledge) for its implementation. For example, if a teacher himself has a negative attitude toward tests, but nevertheless acts "according to instructions," then pupils (at least some of them) will develop a negative attitude toward testing. If the teacher overly escalates the situation, talks about the negative consequences of testing for those who do not cope with the tasks or deviate from the proposed rules and requirements, then this will also negatively affect the test results. To create positive motivation for testing, constant systematic educational work with students is necessary. Means of solving this problem include:

*   informing students about the content and structure of tests, the experience and results of testing, as well as how and why tests are created, etc.;

*   training in working with tests as part of preliminary "trial" testing;

*   discussion with students of the test results, and, in the context of this, discussion of its (testing) advantages and disadvantages.

Another way to compensate for the negative effects of assessment within testing can be an individual-personal approach, which is implemented when a teacher works with individual students. This approach is necessary when there are students in the group who negatively perceive any kind of assessment and control. The negative attitude towards grades among these students is usually associated with increased anxiety due to various reasons. This anxiety in testing situations (as, indeed, in any other assessment) can develop into stress. For them, any situation related to control and evaluation of their work causes discomfort because it is perceived as a threat. If something new and unusual is added to these conditions, unknown in terms of its results for them, then anxiety and tension, as a rule, increase. In this case, the best way to deal with this kind of phenomenon is to give the opportunity to get used to (adapt) to the situation. For such students, it is necessary to increase the time of training and trial series. Another effective means can be unobtrusive and friendly supervision from the teacher. Such children do not need to be constantly "tugged" and persistently looked after.

To form a positive attitude towards tests and testing, it is necessary, first of all, to provide specific information to students, explaining to them the prospects and advantages of the test method. This information should be directed to:

*   neutralization of students' negative attitude towards control and assessment; explaining that testing allows us to remove the problem of the dependence of the assessment on the attitude of the teacher to the student;

*   relieving anxiety, tension, stress caused by the expectation of negative consequences of control;

*   emphasizing the objectivity of control and the fairness of assessments obtained as a result of testing.

In addition, it is necessary to systematically and gradually develop in students the ability to self-control and self-analysis. The testing capabilities in this case - in terms of providing a variety of information - are currently very poorly used.

At the testing stage, it is necessary to require students to strictly adhere to instructions and rules. If the preparation is carried out correctly, then at this stage there should not be any special problems. If the preparation was incomplete, insufficient or inadequate, then deviations are possible that require the intervention of the teacher (or another person conducting testing). Errors can occur not only due to poor attention, but also because students may attach great importance to the quality of filling out the form (i.e. due to weakening attention to this issue). At the same time, for testing, this is one of the important technological issues related to processing the results of testing work.

Thus, the teacher administering the test must require students to comply with the instructions and rules governing the testing. It must be emphasized that the rules and requirements of testing are determined by testing technology, and not by the wishes of the teacher or administration.

Another important step in testing involves discussing the assessment results with the class or individual students. Its meaning is, firstly, to provide each student with reliable information about his actual achievements over a certain period.

In conclusion, we note that the transition to mass testing in education process, among other things, makes it possible to change the attitude of students to level and assessment. The implementation of such an approach largely depends on the pedagogical community and everyone involved in organizing and conducting testing in education - teachers, pedagogues, and methodologists.

strategies

Introduction

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become more and more frequent, and the transnational agricultural cooperation has gradually become a popularity. As the

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