THE MOST IMPORTANT CRITERIA FOR EVALUATING STUDENT KNOWLEDGE

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Abstract

This article talks about the types and criteria of correct and transparent evaluation of students' knowledge and skills in medical universities.

Keywords: Current control, principles, criterion, methods, level of mastery, practical knowledge, standard, transparency, knowledge and ability, evaluation, checklist, knowledge and skill, memory, thinking, systematic teaching, question-and-answer, primary purpose of control, standardization of control work, objectivity of assessment.

The quality of teaching is a basic and complex process that expresses the common goals of the joint activity of the student and the teacher. One of the most important of these is the clear and understandable explanation of new information planned by the teacher, and the second is the control of this information, that is, knowledge.

Therefore, control is one of the most important integral parts of the pedagogical process. In the teaching process, there is a concept of control-management and assessment-effect, and the main task of control is to determine the quality and effect of training.

Purpose of control:

1. Transparency of evaluation - ability to correctly evaluate and encourage the student's knowledge.

2. Compatibility of the set of questions with the curriculum.

3. Questions should be clear, short and simple.

Duties of the supervising teacher:

1. Checking the preliminary knowledge of students.

2. Checking students' mastery.

3. Determining deficiencies in students' knowledge.

4. Ability to focus students' attention on important topics of the program being taught.

All types of control are based on the following principles:

• compatibility with the curriculum,

• systematicity,
• constancy,
• mass involvement of students,
• transparency of assessment,
• standardization of control.

Supervision work is focused on various organizational parts of education. In practical lessons, the main control can be divided into daily survey, intermediate control and final control. The test form of control for tests and exams is considered to be a popular and convenient method.

Checking the student's knowledge is carried out primarily during the educational process and

provides preparation for the questions asked during the exam. During supervision, it is important to create a friendly atmosphere with the student when using various types of testing the student's knowledge. Controls should not be a form of punishment for students, but should provide an opportunity to check their knowledge and skills, to check their level of knowledge, to work on topics they did not understand. organization is very important. While monitoring the student's knowledge, the teacher must check whether his activity is properly organized or, in some cases, the resources he needs to work on (change, revise, improve some pedagogical methods). will also understand." It is not for nothing that it is said that we will teach and learn. A student who understands the content of the subject finds answers to the control questions without difficulty.

Control questions can be different: written, oral and test. The student's response can include preparation in the form of a presentation, oral response, written response, project, and analysis. At the heart of all these processes are the interactions of the teacher and the student.

The main types of control:
1. Initially.
2. Current.
3. Borderline.
4. Final.
5. Resubmitted

For the teacher, the initial control provides an opportunity to determine the basic knowledge of the student and, accordingly, to choose further teaching methods.

Current supervision is based on the principle of information and knowledge exchange between the teacher and the student. Current supervision allows the student to repeat the topics covered once and to develop the ability to find answers to questions

independently. The student is adapted to independent work. Current supervision control creates an opportunity to correct newly acquired knowledge and skills.

Thus, the current control provides the following opportunity for the student:

1. Determining the mastery level of the subject.

2. Understand your mistakes and shortcomings and work on them.

3. Compilation of the standard of questions to be asked on the topic.

4. Coordination of one's actions.

Current control has certain limits, and its complex ends with certain values. This task is performed by border control. This control makes a logical conclusion of the acquired knowledge and skills. Now, the sum of the current and border control values produces the final value. The final control refers to a separate aspect of teaching and the whole subject, and this control allows to determine the student's knowledge level and set a final grade based on the obtained grades.

At the same time, there are also requirements for final control:

1. Control questions should be consistent with the purpose of teaching and the subjects of the subject.

2. The set of controls should be related to acquired knowledge and skills.

The consistency of the control questions is explained by the opinion of the students. The already intelligently organized lesson process and types of control will show their effect by the end of the academic year.

Thus, optimal control helps students to think independently and practice practical skills in the process of training a specialist. Covering the topic on a large scale, attracting the audience to the training, organizing the lessons in an interesting way, and achieving the active participation of the students are the guarantee of the "excellent" result of all types of supervision.

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