

ФОРМЫ И МЕТОДЫ ОЦЕНКИ ОБРАЗОВАТЕЛЬНОГО РЕЗУЛЬТАТА

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Аннотация. Настоящая работа посвящена анализу форм и методов оценки образовательного результата, проведенного на примере аграрного вуза в условиях дистанционного обучения. В ходе исследования установлено преобладание традиционных форм текущего контроля и методов обучения. Временный переход на тотальное дистанционное обучение в период неблагоприятной эпидемиологической обстановки способствовал увеличению доли интерактивных методов в электронной образовательной среде вуза.

Ключевые слова: педагогические методы, методы обучения, методы контроля, высшее образование, аграрный университет.

METHODS AND FORMS OF EDUCATIONAL RESULTS EVALUATION

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Abstract. The article is devoted to the analysis of methods and forms of educational results evaluation in Agricultural University in the conditions of total distance learning. The predominance of traditional forms of current control and teaching methods has been established. The transition to distance learning through an electronic educational environment contributed to the activation of interactive methods.

Keywords: pedagogical methods, teaching method, control method, higher educational institution, Agrarian University.

The study of traditional and innovative methods application in the educational process of the university is relevant within the modern requirements for the quality of education.

The purpose of this study is to analyze methods and forms of educational results evaluation in an agricultural university on the example of the Krasnoyarsk State Agrarian University.

The research was based on the methods of analytical review of scientific and educational documentation, observation, survey and analysis of training sessions.

A lot of works have been devoted to the analysis of forms, methods and technologies of training and control [1, 3, 8]. However, the study of the influence of the time period of total distance learning (2020-2021 academic year) on the application of forms, methods and technologies in the educational process of the University is of interest [5, 6, 10].

Educational methods include methods of a holistic pedagogical process: teaching methods; methods of education; methods of scientific and pedagogical research.

Teaching methods – ways of joint activity of a teacher and students aimed at solving learning problems [9].

Teaching methods can be divided into:

- verbal methods (source - oral or printed speech);
- visual methods (source - visual aid);
- practical methods (students acquire knowledge and skills when performing practical actions);
- methods of problem-based learning [8].

Forms of control are divided into testing, examination, seminar session, practice report, etc. The forms of control that are priority for the teacher and the student differ. For example, according to the results of our survey, it is easier for a student to pass a test having a chance to "guess" the correct answer. For a teacher, on the one hand, testing is an organizationally convenient and universal method of evaluating

educational results, but from the point of view of monitoring the formation of competencies, it can be subject to certain criticism.

There are three main systems of the organization of the pedagogical process in didactics:

- Individual training and education;
- Class-based system;
- Lecture and seminar system.

Individual training and education is the earliest form of organizing the process of knowledge transfer. Now it is not widespread, although it was dominant until the XVIII century. Teachers of that time took several students of different ages and with different degrees of training competences. The training was individual for each student. The teacher consistently informed each student of knowledge, demonstrated samples of tasks, and conducted a check. At the same time, collective instructions and conversations were almost not used [8].

A classroom-based learning system is a way of organizing the educational process which involves the allocation of groups of students to classes with a permanent composition, conducting classes in the form of lessons. The class-based system is usually not used in universities.

The lecture-seminar system is the leading form of education in higher educational institutions. It includes such forms of control as a test, an exam, a colloquium.

The lecture-seminar system in its pure version is used in the practice of vocational training, i.e. in conditions when students already have a certain experience of educational and cognitive activity, when basic general scientific skills are formed and, above all, the ability to independently acquire knowledge.

The effectiveness of training largely depends on both the teaching methods and the forms of control used to verify the acquired knowledge. The effectiveness of using a particular method varies depending on the professionalism of the teacher and the expected learning outcomes. Properly selected teaching and control methods will allow students to master the necessary educational material, and teachers will receive an objective assessment of the student's progress.

The control of educational results is carried out at various stages of training in the higher education system of Russia. Conducting control is an integral part of the educational process, since it motivates students to study, disciplines, allows identifying gaps in knowledge, as well as determining the level of assimilation of professionally significant qualities in a student [3].

The main University types of control over the achievement of the results of students' educational activities are current, intermediate and final control.

The current control is carried out by the teacher in the course of daily academic work at seminars, laboratory and practical classes. This type of control is of great importance, as it encourages students to work systematically, regularly complete tasks. This type of control is carried out through systematic and systematic monitoring of the work of students in a group and individually, checking the knowledge, skills and abilities acquired by students during the study of new material, its repetition, consolidation and practical application

Intermediate control (certification) is carried out after studying the logically completed part (section, chapter) of the discipline, taking into account the data of the current control. It consists in checking the students' assimilation of a relatively large amount of material.

Final control is carried out at the end of each semester with mandatory consideration of the results of current and periodic control and is carried out in the form of tests and exams [8].

In the Agrarian University, as in other institutions, there is a division of teaching methods into two groups: traditional and interactive.

Traditional teaching methods developed in centuries-old pedagogical practice are the basis for the organization and implementation of the learning process. Traditional methods are based on the "teacher-student" interaction scheme. Its organization is based on a class-based principle and a subject-object approach.

Interactive methods are based on the "teacher-student" and "student-student" interaction schemes. It means that not only a teacher motivates students to the learning process, but also students, interacting with each other, influence the motivation of each student. The teacher guides, helps to deal with learning difficulties. Its task is to create conditions for students' initiative.

According to the results of our research, after generalizing the data obtained during the analysis of the educational process, the predominance of traditional teaching methods (72%) over interactive (28%) was established. The predominance of traditional training is explained by the fact that it is the most convenient system for contact work with students, designed for an "average" student and logically fits into the existing system of planning and organizing the educational process. The temporary transition (due to the self-

isolation regime) to distance learning through an electronic educational environment contributed to the activation of interactive methods (case study, project method) in the preparation of students, which affected the publication activity of students and their participation in educational activities. At the same time, the dominant value was acquired by the control method - testing.

Conclusion. Methods and techniques of traditional education up-to-date prevail in the Agrarian University. The slow transition towards an increase of interactive methods proportion is due to the peculiarities of the planning and organization of the educational process at the University.

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