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ORGANIZATION AND CONTROL OF KNOWLEDGE, ABILITIES AND SKILLS OF STUDENTS IN PHYSICAL SPECIALTIES OF HIGHER EDUCATION INSTITUTIONS

Since the control of students' knowledge, abilities and skills is an integral part of the student learning process and plays one of the important roles in the process of preparing them for future professional activities, we, based on our own experience and analysis of scientific publications, have shown that the control of educational activities students should cover the entire educational process from lectures to consultations, from the very beginning of the course and ending with the written control (exam).

Forms and methods of control may be different, but they must be applied in such a way that their effectiveness is maximal. All forms and methods of control, which are used in this case, must be in a certain relationship and complement each other. Each of the methods can be used to measure various characteristics of the quality of professional training, but with the greatest efficiency. To ensure control as a complete process, the following known types of control are used: previous (input), current, boundary (modular) and final. These types of control are carried out by different teachers, in different institutions of higher education, using different methods. Our own experience and analysis of the use of various control methods show that the preliminary (incoming), current and final (modular) control is most expedient to be conducted by computer testing, the classroom control work is conducted in writing, and the final control (exam) is most effectively conducted written and spoken.

At the same time, attention was paid to the fact that preliminary (incoming) control, which some teachers neglect, is no less important in its meaning than current or final control. Great attention is paid to high-quality educational and methodological provision of the discipline, which should be an electronic educational

and methodological complex (ENMKD), without which effective control of students' educational achievements is practically impossible. It is proven that control should be organized so that it (control and the results obtained on its basis) encourage the student to strive for independent mastery of knowledge.