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CONTROL IN BOLOGNA EDUCATION SYSTEM

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This report considers modern state of the problem of control of educational activities of students. Common difficulties of the modern system of control of knowledge and capabilities of students of institutes of higher education and methods of their overcoming are established.

Keywords: knowledge control, Bologna education system

At the stage of Ukraine's acceptance to the Bologna process modernization and standardization of higher education is necessary. These activities require a re-examination of training content and its structure. Therefore, the present reform of higher education in Ukraine necessitates large-scale improvement of the methods of student's educational achievements control, and the organization monitoring of the students training results needs a new scientific review.

Actuality of this problem calling forth fundamental changes in the system of evaluation of the results of student's teaching and learning activities in the implementation of module-rating control. Particularly acute this problem becomes

due to the gradual reduction of classroom hours and increase the amount of educational material being studied by students themselves.

Control, as part of the educational process HEI provides diagnostic results of the educational activities of subject of the educational process in higher education school. It improves the students' work, the formation of their personality, revealing the real academic achievements. Teachers who control can perform analysis, evaluation and adjustment of the learning process.

Theoretical and methodological aspects of monitoring teaching and learning activity of subjects covered in the psycho-pedagogical concepts of A. Aleksyuk, S. Arhanhelskoho, Yu. Babanskoho, V. Bezpalka, I. Lerner, O. Onyschuka, I. Pidlasoho, M. Skatkina, N. Talyzinoyi and others.

Modern approaches of organization of control are reflected in the writings V. Bocharnikovoyi, I. Bulah, L. Dobrovskoyi, V. Lozovoyi, E. Luzik, F. Muhamedzyanovoyi, I. Romanyuka, V. Polyuka, H. Tsehmistrovoyi and others.

One way of improving of the methodological system of control student's knowledge and skills in the learning process, we believe it has to be build on the principles of competence, personally oriented and systematic approach to monitor educational progress of future specialists.

The purpose of this article is to disclose control potential at every stage of the learning process in a credit-transfer learning system.

Generally, learning like a duplex process involves the activities of all its subjects. In high school it is organized by the interaction of the teacher and the students to master the future trainers leading professional competence bases of social experience in different fields of science as well as personal development, training needs for self-education and self-education. I.F. Harlamov considers learning as a process of personal development of the individual. The researcher identified the main structural components of the learning process: target, motivational, informative, operational and active, emotionally-volitional, control and regulating, estimate-effective. Taking them as a basis, we can uncover opportunities of module-rating control when making teaching and learning activities of students.

The national four-point evaluation system of student's learning in the university fails to satisfy the subjects of the learning process, since during the semester systematic creative work of students was not stimulated well, and weak accountability for learning outcomes is not conducive to preparing students to make independent decisions, which is unacceptable in a professional competition.

Required fundamental changes in the evaluation of educational outcomes of students held by the introduction of a rating system of learning and evaluation of its results. Pedagogical purposeful module-rating training focused on comprehensive disclosure instincts and abilities of students, significantly decreased psychological stress during final module control of learned subjects, increased objective testing of knowledge.

Based on research of V.I. Lozova and G.V. Trotsko we can note that the organization of creative teaching and learning activity of students requires purposeful activity of all subjects of the learning process. Based on the author's identified stages of the learning process, we can to uncover control opportunities of the educational and cognitive activity of students in higher education school.

At the stage of designing by the teacher didactic learning process of students (for example, the development of a detailed syllabus of the subjects) we need to determine the purpose and objectives of the training activities, which has not only informative character, but also includes elements of creativity. This should not only specify the content of educational material, but also to plan methods, tools and forms of learning that will help to the manifestation of student's creative abilities as well as the ways and forms of control over their creative teaching and learning activities. So, at this stage we plan not only methods of the final validation of student learning, but also types of monitoring to each classification and semantic modules. Thus, the control performs primarily administrative (prognostic methods) function, because it can determine the status of student achievement, change the method of teaching, improve learning activities of students.

Formation of needs and motives of learning involves understanding by students of learning goals and objectives, as well as establish a special mood for successful

learning. Feedback between students and teachers is provided by the method of observation. Thus, the control has a stimulating, motivational and educational functions, as stimulated by the desire of students to improve their results fulfill the creative teaching and learning activities, but also brought positive motivation.

Stage of creative teaching and learning activities involves, above all, the organization of material perception, his understanding and memorizing key provisions, the application of knowledge, providing emotional and positive nature of the actions of students. Thus, in the course of listening to lectures or independent reading educational material, reasonable form of control is observation, so far attention, student's diligence, their response to the question of the teacher's own answers, wanting to take part in the work on the addition, the nature of questions lecturer, general interest in cognitive activity has taken into account. In addition, verbal as a method of control is carried out in the course of seminars, practical and laboratory classes, lectures, consultations, individual classes etc. Thus, the creative nature issues help to the application of knowledge and skills in a significantly altered, abnormal conditions, the transfer of learned ways of action to perform more complex tasks. Thus, verbal interviews promotes the learning of logical thinking, and the development of skills to argue intelligently express their thoughts, figuratively, emotionally, to defend their own opinion.

Feasibility of using a certain method of control is determined by the teacher based on the content of teaching material, possibilities of its practical use, the number of students during classes, their individual abilities and level of training. At the same time test of knowledge must first give the teacher information about the progress of cognitive activity of students, how the process of learning, to identify opportunities for further advancement in the mastery of the content of education. Testing is also a means of identifying effective methods and techniques of training used by the teacher. The student learns to think critically, to analyze the response of fellow students, their knowledge, and the teacher reveals the difficulties that arise in the students' learning, gaps in knowledge and skills, identifies specific ways to correct

deficiencies. Thus, the control does not only control function, but also educational, diagnostic and administering and developing.

Effectiveness of creative teaching and learning activity of students can be assessed by holding module and final control with the necessary self-organization on the part of students, correcting their activities and self-assessment of its results. It should be noted that the implementation of modular control helps to ensure smooth operation of students forming the ability to clearly analyze his work, allows the teacher to promptly identify lagging and help them organize individual creative sessions for well-prepared students. Information to get through the intersession teacher modular control not only adjusts the teaching process, but also motivates students to learn, even if the motivation at the beginning of the study subjects was insufficient for some students. Thus there is increasing interest in students for teaching and learning activities, which is creative in nature. In addition, mastering self-control methods and self-conscious of its own activity promotes creative quest in learning, forming motifs follow-up and self-realization in the educational process of higher education school.

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M. Yeseyeva, N. Anarbek

**THE EUROPEAN EXPERIENCE ON IDENTIFICATION OF THE
EDUCATIONAL PROGRAMS: TUNING**

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Almaty, 0500010*

The main provisions of the international project “Tuning Educational Structures in Europe” which involves about 200 universities from different countries are set forth in this report. The main goal of this project is the development and completion of the Bologna Process: development of appropriate and comparable curricula, ensuring the openness of the education system, building of trust between universities, etc. The report also describes the main achievements of the higher education system in the Republic of Kazakhstan within the framework of joining the Bologna Process.

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