Organization of a System for Monitoring Knowledge, Skills, and Abilities of Students in Russian Language Classes

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Abstract: in the modern educational sphere, the quality of education is measured not only and not so much by knowledge, skills, skills, as by competencies. The functioning of the competence-based approach in the educational process also requires the actualization of competence-based methods for monitoring student learning, since the quality of education largely depends on the optimal choice of methods and means of control and evaluation.

Keywords: educational environment, knowledge control, efficiency improvement, competence and competence, integral features, evaluation criteria.

Introduction. Humanity today is undergoing profound changes associated with the transition from an industrial society to a post-industrial and information society, in which the processes of knowledge creation and dissemination are becoming key. The transition to a post-industrial society accelerated the processes of globalization, strengthened the interaction of countries and cultures, and intensified international cooperation.

Living in new conditions puts forward increased demands in the field of foreign language teaching, primarily to communication interaction, group and collective cooperation, and tolerance. The organization of a system for monitoring knowledge, skills, and abilities of students in Russian language classes is becoming one of the main indicators of high-quality foreign language teaching.

The knowledge, skills, and knowledge control system is an essential component of the educational process, since receiving feedback is an important condition for improving efficiency.

Control is the ratio of achieved results to planned learning goals [1]. That is, the control of knowledge, skills, and abilities is the result, result, and assessment of the student's work. At the same time, it is important to note that the clearly visible level of knowledge, skills and abilities of students is a direct evidence of their high quality.

Analysis of scientific literature

At the same time, in the modern educational sphere, the quality of education is measured not only and not so much by knowledge, skills, skills, as by competencies. As noted by S.V. Shishov and V.A. Kalney, "competence helps to establish a connection between knowledge and the situation" [2].

Based on the opinions of scientists, I would like to further define the relationship between related terms: competence and competence, as well as consider the didactic possibilities of a competence-based approach in the field of student learning control. The competence approach has been updated, brought to life by the realities of modern life, which today requires future specialists to have active, contextual knowledge.

Today, practice-oriented personnel are in demand. And the nature of the competence approach is characterized precisely by the shift of emphasis from content to results, from knowledge to personal development. The competence-based approach correlates with the situation, the problem, and represents the reflexive formation of a "mental space" [3]. Today, it is important to provide a university graduate with a good competitive position in the modern labor market, for this purpose, in his university training, the main emphasis must be placed on the result (competence), which in turn gives competence and the latter should be based not just on knowledge, but operational knowledge. Therefore, today the competence-based approach is optimal and represents the basis for training specialists.

Research methodology

In the scientific and methodological literature, competence and competence are not differentiated and are characterized by the following features:

- the complexity of the modern world encourages a person to be competent in any field of activity (profession) in order to remain independent and independent of external circumstances;

- competence is a dynamic education that develops throughout a person's life when included in various contexts with both targeted and non–targeted learning;

- the development of key competencies determines life success, quality of life, individual and social progress. [5].

From the above, it should already be clear why it is necessary to distinguish between competence and competence, and what content characterizes each of these concepts. At the same time, I would like to clearly state my position on this issue due to the fact that both terms in the scientific literature are considered ambiguously and interpreted quite widely. In interpreting these two terms, we adhere to the point of view of V.A. Zarygina, who, distinguishing between these two concepts, notes that competence should be understood as the result of learning, whereas competence is already competence in action. At the same time, scientists are allocated such evaluative parameters as assimilation (knowledge, skills, abilities) and application (related to the performance of activities) [4] .

In addition, from our point of view, the second component should be considered as an integrative category, which, as A.A.Verbitsky emphasizes, is characterized in this case by such integrative features and properties as: intersubject, over-subject, practice orientation, motivation of use, consistency, cultural conformity, situationality [5].

Thus, speaking about the specifics of the competence-based approach to education, it is important to emphasize that the competence-based approach does not ultimately deny the need to form a knowledge base, since the latter mainly represents competence, but this approach is made specific by its second component competence, as an integral result of the educational process on a competence basis. A review of scientific and pedagogical, scientific and methodological literature shows that the competence base is divided into:

a) control functions: educational, diagnostic, predictive,

developing, orienting and educating;

b) forms of control: individual, group, frontal,

combined;

c) types of control: external control of the teacher over the activities

of students, mutual control and self-control of students;

d) types of control: introductory, current, correction, final;

e) control methods: observation, oral interview, written control.

Analysis and results

We would like to focus on the latter, on control methods that have a competence-based nature in their characteristics, and on their didactic capabilities. In addition, the quality of education largely depends on the optimal choice of methods and means of monitoring and evaluation. Based on the purpose of learning control (determining the quality of students' learning of program material, diagnosing and correcting their knowledge and skills, fostering a responsible attitude to academic work, to their future professional / special activities), as well as the characteristics of the competence approach, we have identified the following range of competence-based control methods, dividing it in turn into two groups:

a) traditional: a conversation between a teacher and a student, other types of oral questioning, individual cards, written control /independent work, etc.;

b) non-traditional (non-standard): test, group creative work, creative report, cluster, discussion, quiz, role-playing game, interactive presentation, test, project method, press conference, portfolio, etc.

In this article, we will consider mainly the methods of the second group (non-traditional (non-standard) due to their possession of a greater "competence nature", because non-traditional (non-standard) control methods: a) relieve anxiety; b) increase educational motivation; c) allow you to track the dynamics of educational success; d) form mobility in students, a creative approach to solving various situational, including professionally oriented;

e) optimize the learning process.

As an example, we present the methods of control of the competence nature used by us at the final, third lesson on the topic: "Reviewing the text in the specialty", with 1st year students of the National University of Uzbekistan. Since the lesson by type was a lesson of repetition and generalization of new knowledge on this topic, we actively used the test method, the method of monitoring the results of group creative work, various types of reflections, as well as a score sheet.

So, at the beginning of the lesson, the tests were used by us as individual level tasks of three degrees of complexity (respectively, three students of weak, medium, and strong levels of learning worked with them) in parallel with a frontal oral express survey on the topic of the lesson: "Reviewing a literary text". After completing an individual task, each student approached the teacher for the answer key and assessment criteria, counted errors on these keys, if he made them, and put a score for an individual task in his assessment sheet; the announcement of the results of individual work on tests of 1,2,3 levels was made by the students themselves at the end of the lesson when summing up its results.

During the entire lesson, including the individual level testing, we used the following assessment sheet:

Student's full name		
Assignment	Assessment-score	Score for the lesson
1. Individual tasks (tests, advanced homework).		
2. Work with the text of the review. Highlighting the structural and semantic parts of the text.		
3. The first group work on the text of the review.		
4. The second group work on the text of the review.		
5. Work on test tasks.		

Total number of points		

The assessment sheet was filled out by the students themselves sequentially as they completed the relevant tasks (not all are described in the article) throughout the lesson, and the results of filling were also announced by the students themselves at the control stage in the final part of the lesson so that the teacher entered these (final) grades in his journal. In our particular case, when summarizing the lesson, at its control stage, the slide with the assessment sheet was additionally projected onto an interactive whiteboard.

Conclusion. The above-mentioned competence-based methods of monitoring students' learning are regularly used by us in Russian language classes.

The choice of such an approach is explained, first of all, by the fact that it makes it possible to take into account the stages of formation and development of a student's professional speech when developing a methodology, to adjust his speech depending on its result. Thus, the application of this approach in teaching involves solving a number of problems related to the development of professional foreign language speech of students.

Thus, the functioning of the competence-based approach in the educational process also requires the actualization of competence-based methods for monitoring student learning, since the quality of education largely depends on the optimal choice of methods and means of control and evaluation. And, as teaching practice shows, the use of competence-based methods of student learning control in the educational process contributes to the improvement of subject and non-subject competencies and competencies of students.

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