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MORE POPULAR TECHNOLOGIES OF MONITORING THE QUALITY OF EDUCATION IN MATH

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Abstract
This researching work considered about testing, a rating system and portfolio, which can be used as innovative tools in assessing the quality of educational results.

Keywords: system, knowledge, process, quality, education, learners, teacher, result, test, skills, competencies.

The quality of education is a social category that determines the state and effectiveness of the educational process in society, the suitability of an individual for the needs and expectations of society in formation and development of civil, daily and professional's competencies. One of the methods of quality control of education is pedagogical monitoring.

Monitoring is complex or set of dynamic observations of the state of the integrated system, analytical assessment and predictive [1].

In present every teacher should have their own system of assessment, it should include a variety of tools and methods of work so that students understand that the teacher is constantly monitoring their progress, the level and quality of knowledge acquisition.

The main control functions include following:

verification – consists in identifying the degree to which the learner has mastered the material, skills and abilities, and their compliance with the educational standard;

educational – involves generalization, systematization, application in a new situation;

developing – implies the formation of creative abilities, development of speech, memory, attention, imagination, will, thinking;

social – designed to orient the child in the learning process to achieve a certain goal;

axiological – serves to foster responsibility, the formation of conscious choice;

diagnostic – provides information about gaps in the learner's knowledge and the causes that give rise to them;

predictive – helps to create a model for further development.

Today, testing, a rating system for assessing the quality of knowledge, and educational portfolios are used as innovative tools in assessing the quality of educational results. These assessment systems are developed at the technology level. It can not be denied that tests with 100-200 questions have been used to test the knowledge of educators. This is a serious examination that requires a good level of preparation. Of course, the test method, despite being common, also has its drawbacks. One of these is the possibility of hypothesis, as well as the fact that the trainees only indicate the key or number of answers, in which the solution or solution process, as well as the level of knowledge, are not visible. At the same time, in the construction of the test, the elementary psychological function is aimed at acquaintance, which is much simpler than the execution function [2].

Again to progressive methods-we have listed above the rating method of assessing knowledge, skills and qualifications. Rating implementation is a system that organizes the educational process and affects its effectiveness. The rating system of knowledge assessment is one of the significant methods that affects the formation of students' interest in the level of assimilation, the educational process and its results; expands the boundaries of points, increasing its importance; involves the active participation of learners in increasing their average score and rating themselves [3].

Another popular educational technology is called ‘Portfolio’. The technology of Portfolio is a method of determining, collecting and evaluating individual educational results of an educational person in a certain period of education. Portfolio provides an opportunity to take into account the results in various forms of activity: educational, creative, social, communicative. The relevance of the use of this technology is that Portfolio’s materials are collected not for a year, but for the whole period of education. It is calculated from the forms of assessment of educational results according to the product created by the educational, creative, social and other activities of the learner. Therefore, the technology of Portfolio corresponds to the purpose, task and idea of competency-oriented education [4, p. 32-35].

Portfolio, on the other hand, leads not only the learner to find out what he knows, but also how he came to this thing, leading the teacher and the learner to engage in dialogue. At the same time, it is important that the learner decides for himself what he will include in his portfolio, that is, he acquires the qualification of assessing his

achievements. In some schools in the United States, even exams are held as a way to present a portfolio to the commission and answer the questions that have arisen.

One of the promising directions of monitoring the quality of knowledge as a condition of personality oriented continuous education can be active methods of education, the analysis of which showed that the cognitive interests of students manifested in a particular subject area are proportional to the results in the relevant academic disciplines [5]. At the same time revealed that the formed cognitive interest regardless of, in which subject area it is formed, has a positive impact on the overall effectiveness of training, providing-higher level of both natural-mathematical and humanitarian education; and also to increase the effectiveness of cognitive activity of students in subjects not related to the sphere of their professional interests, which ensures the effectiveness of the organization of personality-oriented continuing education [6].

To sum up all considered, we can't say that tests have a list of drawbacks, as rating system, because of portfolio's advantages. We should try to analyze all pluses and minuses of all three types of modern technology and apply it into Math discipline to achieve the best results of knowledge's quality from learners [7].

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