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# Student Knowledge Monitoring by Teachers of Computer Technologies

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**Abstract:** This article examines the control of students' knowledge based on computer technology. The main goal of a computer sustem for monitoring knowledge, skills and abilities of students is to identify their achievements and successes, show ways to improve them, views on creating conditionsfor.

**Key words:** Teacher, computer, knowledge, skills, qualifications, control, assessment, improvement, diagnostics, monitoring.

Undoubtedly, for the organization of a computer system for assessing students' knowledge and monitoring their progress, it is impossible to diagnose the quality of education in the modern education system, that is, to effectively manage the process without determining its status.
Based on various criteria and approaches, the use of modern information technologies in these processes, to control their actual compliance with didactic requirements, it is possible to determine the final knowledge and skills of students in the educational process.

This includes pedagogical diagnostics, determination of the level of formation of knowledge, skills and abilities of students, monitoring, assessment, analysis of collected and statistical data, as well as forecasting the further development of this process.

If we pay attention to the fact that in the methodological literature the diagnostics of students' progress is recorded as the level of their achievements, then the purpose of pedagogical diagnostics is to analyze the educational process and its timely assessment.

It is known that such an assessment of the educational process has a strong influence on the student's personality not only in determining the level of the student's skill, but also as an important pedagogical tool and a positive motivator in stimulating the educational process... In the same way, on the basis of an objective assessment of the student, he has the ability to adequately self-esteem and form a critical attitude towards his success.

In this regard, the assessment of knowledge, skills and abilities of students, especially in a computerized knowledge control system, modern information and pedagogical systems, requires constant research and improvement in order to effectively fulfill the diagnostic value and reliability of knowledge control. It was noted that solving these problems is the clearest and most objective method of targeted and equitable learning.

It is advisable to control the knowledge of students on the basis of computer technology not only by specialized teachers, but also by participants in the pedagogical process. When introducing such technologies into the monitoring system, it is necessary to activate the needs and desires of the participants in the pedagogical process in information and knowledge.

The main purpose of the computer system for monitoring the knowledge, skills and abilities of students is to identify the achievements and successes they have achieved, to show ways to improve them and, on this basis, to create conditions for the effective work of students. This goal is primarily associated with the quality of students' assimilation of educational materials, that is, with the level of assimilation of knowledge, skills and competencies defined in the curriculum.

On the other hand, it is connected with the definition of the main goal of computer control, the implementation of both mutual and self-control approaches, the formation of the need for mutual and self-control. Thirdly, this goal will be aimed at instilling positive personality traits in students, such as the manifestation of responsibility for the work done.

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The main means of pedagogical control of students' knowledge using computer technologies:
- control function;
- education;
- diagnostics;
- predictor;
- developer;
- referral function;
- upbringing.

The most important part of the control is the control function, which allows students to determine the level of acquired knowledge, skills and abilities, their approaches to cognitive activity, the level of development of mental activity according to the indicators of knowledge assimilation.

The second important task is training, which improves the knowledge, skills and competencies acquired by the student, providing control over his structure. In the process of such control, students are engaged in the return and consolidation of the studied material. It allows you to test knowledge based on computer technology, separate the main from the material studied, and also determine the content of the knowledge, skills and abilities acquired.

The third control task is diagnostic, which helps to obtain information about the shortcomings, shortcomings, errors, the number and nature of errors in the knowledge, skills and abilities of students. Monitoring through diagnostics in the learning process is important in that it helps to a certain extent to choose an effective teaching methodology.

When monitoring students' knowledge on the basis of computer technology, the teacher receives information from his predictive function, that is, about the educational process, its future, predictable situations.

It allows you to track, at a certain stage of the educational process, based on forecasts, whether specific knowledge, skills and competencies have been sufficiently formed for a certain part of the educational material. The results obtained on the basis of certain scientific predictions are used to create a model for the future activities of students. These predictions help the teacher draw clear conclusions for planning and implementing future learning.

The developing function of knowledge control is manifested in the development of students' cognitive activity, their creative abilities. In the process of management based on computer technologies, the development of speech, memory, attention, imagination, will and thinking of students is clearly felt. The executive function of development is important in that it influences the formation of such personality traits as abilities, inclinations, interests and needs.

He also plays a leadership role in controlling the knowledge that students acquire, which is determined by the nature of the teacher, the degree to which the goal of learning is achieved by an individual student or a group as a whole. As a result of such control, the teacher learns from mistakes and shortcomings and understands which approaches should be emphasized in improving the knowledge, skills and abilities of students. The guiding function of supervision is to help the student to better understand himself in various aspects, to understand and fairly evaluate the knowledge, abilities and abilities that he has acquired.

Another important task of managing students is related to their upbringing, the teacher brings up in the students responsibility for learning, discipline, orderliness and hard work, moral feelings. This develops in them efficiency, pride and will, as well as the usual work skills.

For this to be true, the educational resources of the Internet must fully meet the requirements and requirements of applicants. Therefore, the assessment of the quality of educational sites by experts plays an important role in the validity of computer diagnostics.

The quality of websites in education is one of the most important factors affecting the development of the information space of the educational process. This directly affects the quality of education in this space and the level of cultural organization of the system.

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It is possible to determine the diagnostic function of the information learning environment through the use of existing methods in the implementation of diagnostics and monitoring in education.

At the same time, tests based on the interaction of a computer with a user are a common way of monitoring knowledge, skills and competencies of students.

The system was born under the motto "technical re-equipment of the teacher, his mechanized labor" or "teacher's machine" as a combination of the process of individual work of a teacher with a student.

Sometimes the use of artificial intelligence in the learning process, the complexity of the assessment process, in particular the student's processing of large amounts of information for assessment, the complexity of the interaction between the assessor and the assessor does not allow solving this problem easily.

In conclusion, it is necessary to control the computer knowledge and skills of students, to solve the problem of determining the quality of the required set of knowledge.

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