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Forms and Methods of Assessing Students' Educational Achievements - As a Factor in Achieving Learning Goals

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Abstract: The article discusses modern forms and methods of assessing students' knowledge and skills. The impact of changes in content on technology, teaching aids, and ways to increase students' responsibility for the learning outcome are considered.

Key words: assessment forms, knowledge assessment methods, control methods, self-assessment, student.

A contemporary round of higher education modernization is focused on the imaginative initiative, independence, competitiveness, mobility of the future professionals. It should be recognised, that present time requires the innovative methodological transformation of the educational process in general and assessment of learned competencies in particular [1].

At present many traditional methods for presenting and assessment of knowledge, acquisition of specific skills, formation of professional consciousness are not adequate to current requirements, for educational quality. In the current context, the formation of management system about educational quality in institutions of higher education, becomes necessary using innovative educational technologies in the educational process, which is intensifying, independent work of the students and their educational motivations [2].

The system of the control and knowledge assessment is the essential element in the educational process, it can be said that it demonstrates how effective being implemented present process. A control performs a number of important functions, in particular: controlling, educating, correcting, training, stimulating. The new vision of assessment is in the designing of continuous evaluation methodical system, self-evaluation through the integration of the qualitative and quantitative components of that; conversion external subjective assessment to internal objective self-assessment; formation the capacities of the person being educated to continuous self-assessment in the continuous self - education process. The ultimate goal for evaluation is to strengthen and to achieve by learner full responsibility for process in the future and as a result continuous self-education. The main mission of the teacher is promoting education to the student, which is aimed to create the conditions with means of teaching activities for manifestation independence, creativity, responsibility of the student in the educational process and for developing a motivation of the continuous education [3].

Methods aimed at developing reflexive abilities, self - evaluation system of the student are being actively introduced in the educational process of the developed countries, also lining up the individual educational routes [4]. At present there are used different forms of the control in the world, multiple scales of knowledge evaluation, quality and speed of fulfilment of one or the other work by the student. effectiveness of expended efforts by the student, measurement of his progress. We will next consider, those which have already been effective and have been disseminated.

Forms of evaluation:

1. **Credit (examination)** - teacher controls three levels training of students: reproductive, constructive, creative.

2. **Open examination** - form of holding the final attestation over a period of time. The protection of own performances is conducted by the student to his teachers and parents.

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3.   **Portfolio** - represents the most pervasive form of assessment and integration of achievements. By using this, the teacher creates the success situation. With this system, the student cases to be dependent from the teacher, the student becomes more independently, the adequate self - evaluation, reflexion is forming with students. The portfolio technology is aimed to draw the attention to the results of ongoing activities of the student. It implies the collection of information for evaluation and to determine its value, relatively to the views of the student, teacher, tests, monitoring slices. The student collects his own portfolio materials and it is being discussed with teacher, parents, deanery and it is estimated from the point of view of the movement to intended purposes.

4.   **"Scottish Certificate"** methodology - reflects the experience of the pedagogical diagnosis, which is used in England. An objective of its is to identify a comprehensive picture of the personal qualities, interests, skills and an academic achievements. "The daily progress of the student should be registered" - the motto of the current methodology. The "Scottish Certificate" includes the wide range of information about the student - current, interlocutory and final grades, rankings, characteristics. The results from participations in the social events, professional achievements, awards and etc. With filling of this document deals both student and his teacher.

Transformation of qualitative characteristics to quantitative are conducted through the following types of evaluations:

1.   **Assessment (grade)** - founded on the final results of education, which is based on the standards of education and it is structured on the concept confidentiality.

2.   **The ranking system for accessing** - allows to compare actual results of education with planned results and learning objectives at every stage of the educational process, provides the inverse relationships of young people and teacher with achieved quality of education and presents an opportunity to diagnose each component of the educational process. A rating list for a certain class allows to teacher to monitor the progress of each student, to adjust his work on time, taking into consideration identified deficiencies for each activity.

We believe that the main direction for improvement of student's educational achievements assessment system is the development of qualitative evaluation methodical system, documenting the progression success of each student on the individual educational trajectory, the student efforts effectiveness, including comparative characteristics, which provides the opportunity to evaluate them with themselves, but not with another students.

This system of assessment allows to be more actively in learning activities, it will reduce the subjectivity of the teacher in accessing of knowledge, it will stimulate competitiveness in the educational, what reflects objectively existing competition, for example on the labour market. This will require radically charges to traditional philosophy of assessment, involving the use of following systems of projection: discreteness, continuity, fragmentation, system, uniqueness, multiplicity, quantity, quality, rigidity, flexibility, artificialness, naturalness [5].

With innovative approach for encouraging self - evaluation and mutually evaluation of students is recognized their right to self - evaluation, which reinforced an element of self - control, increases responsibility for educational process and learning results.

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