

Применялись разные приемы, которые позволяют выявить эмоциональное настроение детей: «Букет настроения», «Дерево чувств», «Корзинка», «Разноцветье», «Музыкальные произведения» и др. Это самые простые и более понятные для младших школьников способы рефлексии. Их можно применить на любом этапе урока.

Школьник, который научился давать оценку своему эмоциональному состоянию и содержанию изучаемого материала, намного проще перейти к оценке содержания своей работы. Это играет большую роль для развития личности младшего школьника.

Для рефлексии результатов учебной деятельности использовались: «Диаграмма успешности», «Эссе», разные виды Портфолио, «Письмо самому себе», «Лист достижений».

К примеру, рефлексия «Цветочки». На вырезанных цветочках учащиеся пишут личные достижения на уроке и приклеивают их в дневник.

Рефлексия «Ключевые слова». На доске записаны «ключевые слова» урока, по которым детям нужно придумать рассказ.

Затем нами была проведена промежуточная диагностика по методикам, используемым ранее. Результаты по методике «Хороший ученик» показали, что: у 60% высокий уровень, у 10% низкий уровень, у 30% средний уровень. По результатам методике «Кто я?»: у 70% высокий уровень, у 5% низкий уровень, у 25% средний уровень.

Таким образом, можно сделать вывод, что использованные нами приемы рефлексии эффективны в работе с первоклассниками.

Заключение

Итак, использование рефлексии в учебной деятельности помогает улучшить учебный процесс. Дети с ее помощью обдумывают свои способы и средства работы на уроке. Подобранные нами приемы рефлексии можно активно использовать с учащимися первого класса ведь залогом успешного обучения является умение ребенка правильно оценивать свои достижения и возможности.

Организовать рефлексию можно как индивидуально, так и в группе. С ее помощью можно показать учащимся, как они работали в группе, уровень их коммуникации, анализируется как результат, так и процесс работы.

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УДК 31.022
14.07.09

FORMS AND METHODS OF RUNNING CONTROL WHEN STUDYING DISCIPLINE AT A MEDICAL UNIVERSITY

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ABSTRACT

The article discusses the forms and methods of current control used in the classroom for students of a medical university. This paper reveals the methodology for implementing various forms of current control in practical classes and when performing tasks for the IWST. Particular attention is paid to the unity of training and supervision. Such forms of current control of students' knowledge as dictation, short independent work, written test work, oral colloquium on the studied topic and others are considered. When performing tasks on the IWST - quantization of educational texts according to the methodology of Professor V.S. Avanesov. Conclusions are made about the results of these monitoring methods, strengths and weaknesses, successes and shortcomings are analyzed. Some recommendations are being developed to improve the quality of current control.

АННОТАЦИЯ

В статье рассматриваются формы и методы текущего контроля, применяемые на занятиях для студентов медицинского университета. В данной работе раскрывается методика осуществления различных форм текущего контроля на практических занятиях и при выполнении заданий по СРОП.

Особое внимание уделяется единству обучения и контроля. Рассматриваются такие формы текущего контроля знаний студентов, как, диктант, краткая самостоятельная работа, письменная проверочная работа, устный коллоквиум по изученной теме и другие. При выполнении заданий по СРОП - квантование учебных текстов по методике профессора В.С.Аванесова. Делаются выводы о результатах данных методов текущего контроля, анализируются сильные и слабые стороны, успехи и недостатки. Разрабатываются некоторые рекомендации по совершенствованию качества проведения текущего контроля.

Keywords: control, current control, forms of current control, quantization of educational texts, interactive methods.

Ключевые слова: контроль, текущий контроль, формы текущего контроля, квантование учебных текстов, интерактивные методы.

The control process is one of the most time consuming and responsible operations in training, therefore, its correct organization contributes to the improvement of the quality of student learning. The problem of activating the forms of control of students' knowledge in a medical university is very important. The existing forms and methods of control do not give the desired results, do not make students the subjects of this process. Students are inactive and perceive control as a test necessary for the teacher, but in no way an activity that they themselves need.

The control of students' knowledge is an important link in the educational process, on the correct setting of which the success of training largely depends. Control is the so-called "feedback" between the teacher and the student, that stage of the educational process when the teacher receives information about the effectiveness of teaching the subject.

If the teacher treats control as an activity that is important for students, the very form of its implementation, discussion of results, verification may be different. So, for example, the verification of the results and the assignment of grades can be carried out by the students themselves, which happens in some classes in our department of infectious diseases and phthisiology. With this form of grading, students feel the importance of control, clarify their mistakes, and as a result, self-criticism and responsibility develop.

The forms of current control of students' knowledge are numerous and varied, therefore each teacher develops his own control tasks.

For example, in practical classes on infectious diseases, such forms of current control of students' knowledge as dictation, short independent work, written test work, oral colloquium on the studied topic, and others are used. When performing tasks on the IWST - quantization of educational texts according to the methodology of Professor V.S. Avanesov.

Dictation is a form of written control of students' knowledge. It is a list of questions to which students must give immediate and concise answers. The time for each answer is strictly regulated and is short enough, therefore, the formulated questions should be clear and require unambiguous answers that do not require long reflection. It is the brevity of the dictation's answers that distinguishes it from other forms of control. With the help of dictations, you can check the knowledge of students in the field of determining specific definitions, knowledge in the field of infectious diseases and phthisiology, authorship of famous aphorisms. It is this knowledge that can be tested in quick and concise answers from students. Dictation allows you to test the

knowledge of students, mainly when studying topics on the history of infectious diseases. The process itself takes a little time, cheating is impossible, therefore it is possible to objectively assess the knowledge of students on the topic under study.

Another form of monitoring is an oral colloquium. Its advantage lies in the fact that it involves a comprehensive test of all students' knowledge. An oral conversation with a teacher allows you to control the formation of the medical worldview, identify gaps in knowledge, and consider incomprehensible places in the course. This is the most individualized form and allows each student to fully demonstrate their knowledge. We believe that the oral colloquium is valuable because it is the form of control where the teacher's knowledge and skills are directly tested, the results are objectively assessed in combination with an individual approach to each student. The colloquium is held in its traditional form, like a conversation between a teacher and a student.

The beginning of the 21st century is characterized by significant changes in the field of higher education. New directions are emerging that change our understanding of the implementation of knowledge control. One of them is the technology of quantizing educational texts and using tasks in a test form to check the quality of assimilation, created by Professor V.S. Avanesov. This technology combines the unity of training and control [1].

Quantization is the division of a textbook text into meaningful parts. The textbook is a block of marble. We cut off the excess. The text of the textbook is a collection of hidden quanta. Quant is a set of paragraphs (thoughts of the authors). Each paragraph is given a heading. Currently, students do not read large and disorganized texts, they can more easily use the Internet, where they can find the information they need and at the same time quickly look through it by headings. They often don't even need to read the paragraph itself. But on the Internet, such information is not of a systemic nature and is not intended for training, and even more so it does not have training tasks in a test form. Thus, in order for the use of quantized texts to be useful, testing tools are needed for them - tasks in test form of various types. After reading the text, the student can check himself on the tasks in the test form, which are given immediately after the quantized text and if he cannot answer again and again he returns to the text. In this regard, after the seminar held by Professor V.S. Avanesov and acquaintance with his methodology, work began on quantizing educational texts on philosophy and compiling tasks in

a test form for them.

The study of infectious diseases in a medical university is fraught with certain difficulties, sometimes the textbook material is complex and difficult to understand. To eliminate the difficulty in understanding the material, quantization of educational texts should be applied. They will help to better carry out current control. Quantization of educational texts takes place under the guidance of a teacher, so the student immediately receives advice on the material that causes him certain difficulties. Before completing the assignment, students are explained the rules for quantizing educational texts [2]. The first rule is to break the entire text into paragraphs according to a logical principle (3-8 lines). A paragraph is a new thought. Thought begins and ends in a paragraph. Each paragraph needs a heading. Second - phrases are constructed simply, if possible, without subordinate clauses, without participial and adverbial expressions. Third - as little pseudoscience and rarely used words as possible. Highlight and write the most important things you need to know and then be sure to check.

The first experience of involving students in the quantization of educational texts revealed certain difficulties. The work showed that the majority of

students practically do not know how to take notes, do not know how to highlight the main thing, to express thoughts in their own words. They are accustomed to simply rewriting information without delving into its meaning. The work on quantizing educational texts, with the involvement of students, will continue, despite the difficulties encountered. Little experience in this direction has shown that students master the material better when they quantize it. It should be noted that this work is not easy, but very useful and creative. She is really independent, plagiarism is excluded. Thus, it is possible to carry out more efficient monitoring.

For more effective implementation of current control, it is important to use innovative technologies [3]. These technologies are especially actively used in teaching physiology. Interactive interaction requires not a simple reproductive reproduction of the content of primary sources, lecture materials, textbooks, but encourages students to analyze, reveal contradictions, and give an assessment.

Interactive methods involve the introduction of new methods and technologies into the training system, along with traditional ones, which would make it possible to better carry out current control (Figure 1) [4].

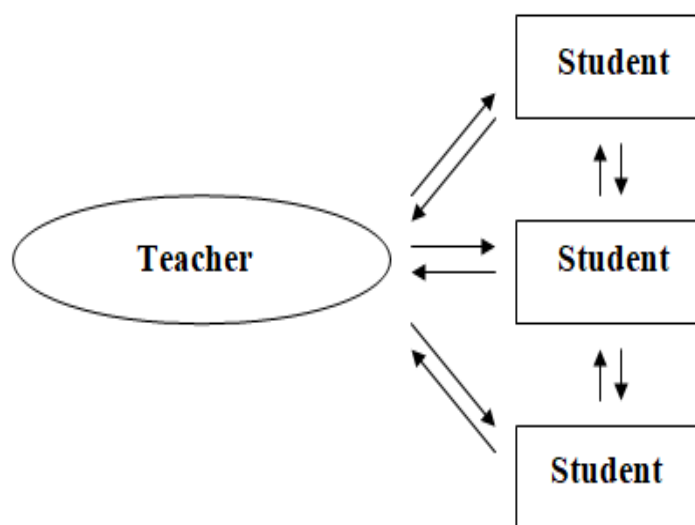


Figure 1. Interactive method

In preparation for classes in infectious diseases, on-line systems are actively used, which contributes to a better implementation of current control.

Students are offered 2 types of technologies - on-line and off-line. The former provide information exchange in real time, that is, a message sent by a student to a teacher is processed and sent back. When using off-line technologies, received messages are saved on the teacher's computer and viewed at a convenient time for him.

The main advantage of off-line technologies is that they are less demanding of computer resources and communication line bandwidth. Using his mailing address, the teacher sends out educational information, using e-mail, personal communication is established between the teacher and the student.

The effectiveness of off-line technologies is manifested when organizing current control for checking control and independent work. For example, students can send some tasks on the IWST to the teacher's email address. The teacher is not necessarily online, waiting for the students to work. Off-line technology just gives the student the opportunity to send the work at any time, and the teacher, in turn, the opportunity to check the work at any time

Of the on-line technologies, first of all, I would like to mention chat, which allows the exchange of text messages over the Internet in real time. In other words, a "conversation" occurs between two users (teacher-student).

Within the framework of the "Infectious Diseases" discipline, group on-line consultations are held. On-line

consultations are an opportunity to ask a teacher a question and get an answer via the Internet both on-line and off-line. Group online consultation involves a collective discussion of the most difficult or difficult questions of the topic in preparation for practical exercises, or performing tasks on the SROP. Thus, in order to conduct better monitoring and better assimilation of educational material by students, there are the following types of consultations: face-to-face consultations conducted by a teacher in the academic building; off-line consultations conducted by the teacher via e-mail; on-line consultations conducted by the teacher on-line.

The main disadvantages of on-line training include:

- Lack of independent work skills among students and, as a result, ineffective use of time;
- inability to focus on learning in an informal, home environment, increased distraction and distraction of the student's attention;
- possible technical problems in the on-line training system;
- Periodic inability to get instant advice from a teacher.

Classes, conducted in an active form, allow you to simultaneously solve several problems, the main of which is the development of communication skills and abilities; help to establish emotional contacts between students, teaches to work in a team, to listen to the opinions of their comrades; provides high motivation, strength of knowledge, creativity and imagination, freedom of expression, mutual respect and democracy. The use of this form of the lesson, as practice shows, relieves the nervous load of students, makes it possible to change the forms of their activity, to switch attention

to the key issues of the topic of the lesson.

Practical experience of conducting this form of lesson showed that a full-fledged dialogue was organized between students, they actively exchanged opinions between themselves and the teacher, taking into account the position of another, there was a decrease in the level of aggressiveness and conflict among students. Classes, conducted in an interactive form, enhance the importance of students' independent work, contribute to an increase in the activity and responsibility of each student in preparation for classes.

Analyzing the aforesaid, it can be noted that the described forms of the current control of students' knowledge contribute to its higher quality, and make it possible to reveal how much the knowledge acquired by students meets the requirements of higher education.

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ИНТЕРФЕРЕНЦИЯ СИСТЕМАТИЧЕСКИХ ЗАНЯТИЙ ФИЗИЧЕСКОЙ КУЛЬТУРОЙ НА ФИЗИЧЕСКУЮ ПОДГОТОВЛЕННОСТЬ СТУДЕНТОВ.

DOI: 10.31618/ESU.2413-9335.2021.1.84.1270

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АННОТАЦИЯ

В статье приводится сравнительная колляция показателей сдачи контрольных нормативов студентами первого и второго курсов из которой видно, что студенты второго курса имеют более высокие баллы при сдаче нормативов, как юноши, так и девушки, что говорит о положительном влиянии систематических занятий, которые повышают уровень физической подготовленности студентов в развитии физических качеств.

ANNOTATION

The article provides a comparative collision of indicators for passing control standards by first and second year students from which it can be seen that second year students have higher scores when passing standards, both boys and girls, which indicates the positive effect of systematic classes that increase the level of physical fitness students in the development of physical qualities.

Ключевые слова: Студент, физическая культура, контрольные нормативы, физическая подготовленность, систематические занятия, юноши, девушки.

Keywords: Student, physical culture, control standards, physical fitness, systematic classes, boys, girls.

Физическая нагрузка это определенная мера влияния физических упражнений на организм человека. Планируя физические нагрузки, надо учитывать их адекватность (соответствие