

**CONTROL OF STUDENTS` KNOWLEDGE, ITS FUNCTIONS AND  
PRINCIPLES**

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**Annotation:** The article describes the meaning and role of control in the educational process. The functions and principles of control are also described and analyzed.

**Key words:** *control, controlling, teaching, diagnostic, prognostic, developing, orienting, educating, purposefulness, objectivity, comprehensiveness, regularity, individuality.*

Control of students' knowledge is an integral part of the learning process. By definition, control is the ratio of the results achieved to the planned learning objectives. The following largely depend on its correct organization:

- the effectiveness of the management of the educational process;
- the quality of school graduates' preparation.

Checking students' knowledge should provide information not only about the correctness or incorrectness of the final result of the activity performed, but also about it itself: whether the form of actions corresponds to a given stage of assimilation. Properly set control of students' learning activities allows the teacher to evaluate the knowledge, skills and abilities they receive, provide the necessary assistance in time and achieve the set learning goals.

All this together creates favorable conditions for the development of cognitive abilities of students and the activation of their independent work in the classroom. Well-placed control allows the teacher not only to correctly assess the level of mastering the material being studied by students, but also to see their own successes and failures.

The task of the teacher is to check not only knowledge, but also the elements of practical assimilation, students' feeling of new material. The problem of control over educational activities is not new, and the pedagogical experience accumulated in this area is rich and varied.

Control performs the following functions: controlling, teaching, diagnostic, prognostic, developing, orienting, educating.

The controlling function consists in identifying the state of knowledge and skills of students, their level of mental development, in studying the degree of mastering the methods of cognitive activity, the skills of rational educational work. With the help of control, the initial level for further mastering knowledge, skills and abilities is determined, the depth and volume of their assimilation is studied. The

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planned is compared with the actual results, the effectiveness of the methods, forms and teaching aids used by the teacher is assimilated.

The learning function of control is to improve knowledge and skills, their systematization. In the process of checking, students check and consolidate the studied material. They not only reproduce previously learned, but also apply knowledge and skills in a new situation. The test helps students to highlight the main thing in the studied material, to make the knowledge and skills being tested clearer and more accurate.

Control also contributes to the generalization and systematization of knowledge. The essence of the diagnostic function of control is to obtain information about errors, shortcomings and gaps in the knowledge and skills of students in mastering educational material, about the number and nature of errors. The results of diagnostic checks help to choose the most intensive teaching methodology, as well as clarify the direction for further improvement of the content of teaching methods and tools.

The prognostic function of verification serves to obtain advanced information in the educational process. As a result of the check, knowledge is obtained for predicting the course of a certain segment of the educational process: whether specific knowledge, skills and abilities are sufficiently formed to assimilate the next portion of the educational material (section, topic).

The results of the forecast are used to create a model for the further behavior of a student who today makes mistakes of this type or has certain problems in the system of cognitive activity techniques. The forecast helps to get the right conclusions for further planning and implementation of the educational process. The developing function of control is to stimulate the cognitive activity of students, in the development of their creative abilities.

Control has exceptional opportunities in the development of students. In the process of control, speech, memory, attention, imagination, will and thinking of students develop. Control has a great influence on the development and manifestation of such personality traits as abilities, inclinations, interests, needs.

The essence of the orienting control function is to obtain information about the degree of achievement of the learning goal by individual students and the group as a whole - how much is learned and how deeply the educational material is studied. Control guides students in their difficulties and achievements. Revealing the gaps, mistakes and shortcomings of students, he indicates to them the directions for the application of forces to improve knowledge and skills.

Control helps the student to get to know himself better, to evaluate his knowledge and capabilities. The educational function of control is to instill in students a responsible attitude to learning, discipline, accuracy, honesty. Checking encourages students to more seriously and regularly monitor themselves when completing assignments.

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It is a condition for cultivating a strong will, perseverance, and the habit of regular work. The allocation of the control function emphasizes its role and knowledge in the learning process. In the educational process, the functions themselves are manifested to varying degrees and in various combinations. The implementation of the selected functions in practice makes control more effective, and the educational process itself becomes more efficient.

Control should be:

- purposeful;
- objective;
- comprehensive;
- regular;
- individual;

The principles of control are:

a) Purposefulness implies a clear definition of the purpose of each audit. Goal setting determines all further work to justify the forms, types, methods and means of control used.

The objectives of control involve answers to the following questions:

- what should be checked;
- who should be interviewed;
- what conclusions can be drawn from the results of the audit;
- what is the expected effect of the audit.

When concretizing the goals of control, they proceed from the goals of educating, developing and teaching students, which are implemented at this stage of education.

b) The objectivity of control prevents cases of subjective and erroneous judgments that distort the actual performance of students and reduce the educational value of control.

The objectivity of control depends on many factors. Among them are the following:

- a clear allocation of general and specific learning objectives;
- the validity of the allocation and selection and content of control;
- availability of methods for processing, analyzing and evaluating the results of control;
- organization of control.

The objectivity and quality of control largely depends on the solution of these issues. c) The comprehensiveness of control is understood as the coverage of a large content of the material being checked. This principle includes both the assimilation of the main ideas of this course, and the assimilation of educational material along certain content, core lines of the course, and the students' knowledge of individual and essential facts, concepts, patterns, methods of action and methods of activity.

d) Regularity means systematic control, which is combined with the learning process itself.

e) The individuality of control requires an assessment of the knowledge, skills and abilities of each student.

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