

MODULAR-RATING SYSTEM AS A MEANS OF ACTIVATION OF THE LEARNING ACTIVITY OF HIGHER SCHOOL TEACHERS IN ACADEMIC DISCIPLINE

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Abstract: *the article considers a model of a productive educational space based on the use of the module-rating system technology as a means of enhancing the teaching activity of higher school teachers in the academic discipline. It is shown that the use of a module-rating system for organizing the educational process improves the quality of training.*

Keywords: *educational process, module-rating system, quality of education.*

МОДУЛЬНО-РЕЙТИНГОВАЯ СИСТЕМА КАК СРЕДСТВО АКТИВИЗАЦИИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ ПРЕПОДАВАТЕЛЕЙ ВУЗА ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

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Аннотация: *в статье рассматривается модель продуктивного образовательного пространства, основанная на использовании технологии модульно-рейтинговой системы как средства активизации преподавательской деятельности преподавателей высшей школы по учебной дисциплине. Показано, что использование модульно-рейтинговой системы организации учебного процесса повышает качество обучения.*

Ключевые слова: *образовательный процесс, модульно-рейтинговая система, качество образования.*

The current stage of development of society is characterized by an unprecedented demand and wide diversification of higher education, along with an increasing awareness of its decisive importance for the socio-cultural and economic development of the state. Under these conditions, the requirements for the level of training of specialists are increasing, initiating the search for effective models for organizing and managing the educational and cognitive activities of students in order to increase their competitiveness and professional competence. In the totality of means that ensure the functioning of the quality management system for training specialists with higher education, an important role belongs to scientifically based, carefully planned and rationally organized control over the process and results of students' educational and cognitive activities.

One of the promising areas in the context of the modernization of education is its technologization, which consists in determining the means to improve the success of student learning on a technological basis. Currently, in the practice of higher education, cumulative indicators for assessing the success of students' educational activities are widely used, which form the basis of the module-rating system for assessing students' knowledge in the discipline.

Our earlier studies [1-3] have shown that modular training ensures the obligatory study of each component of the didactic system and their visual representation in the modular program and modules; modular training involves a clear structuring of the content of training, a consistent presentation of theoretical material, providing the educational process with methodological material and a system for assessing and monitoring the assimilation of knowledge, which allows you to adjust the learning process; modular training provides for the variability of training, the adaptation of the educational process to the individual capabilities and needs of students.

These distinctive features of modular learning make it possible to identify its high manufacturability, which is determined by the structuring of the learning content; a clear sequence of presentation of all elements of the didactic system (goals, content, methods of managing the educational process) in the form of a modular program;

variability of structural organizational and methodological units.

So, summarizing the analysis of modular learning, we can define it as based on the activity approach and the principle of consciousness of learning (learning program and own learning trajectory are realized), characterized by a closed type of control due to the modular program and modules and being high-tech.

This article discusses the possible use of the module-rating system, which includes continuous monitoring of students' learning activities, differentiation of performance assessment for various activities within a particular discipline, increasing the rating of knowledge in the discipline.

From our point of view, the main goals of introducing a module-rating system for assessing knowledge in a discipline are:

- stimulation of the daily systematic work of students and attendance;
- increasing the level of knowledge of students;
- uniform distribution of the teaching load of students and teachers during the semester.

A ten-point scale was adopted as the basis for the current assessment of knowledge.

The module in accordance with the purpose (information, comparative, problematic, control, etc.) includes didactic units of the discipline being studied, the algorithm of work. The complex didactic goal of the module determines not only the amount of knowledge, but also the level of its assimilation.

A necessary element of modular training is a rating system for assessing the development of students' academic discipline. Rating is an individual cumulative (accumulative) assessment of a student's educational achievements. The rating technology for evaluating student learning outcomes is based on accounting and summing up points for completing training assignments and control tasks for the mastered material of each module of the discipline (Table 1).

Table 1. Methodology for calculating marks for the academic discipline

Discipline		
Module 1	Module 2	Module 3
Mark, points (modulo)		
6	8	9
Final mark		
$(6+8+9):3=7.66\approx 8$		

The use of a modular-rating system of education allows teachers to organize current control either in one form or in different ones, but with a single system for offsetting results. At each stage of the current control, students' knowledge can be assessed, both in terms of the theoretical foundations of the discipline, and practical skills in solving the main types (classes, types) of tasks, the timeliness and quality of laboratory work.

Current control can be carried out by the teacher according to the forms developed and approved at the departments. Current control is carried out during the semester two or more times, depending on the volume of the discipline being studied.

The developed test tasks of any type for each module, implemented using a personal computer (PC), make it possible to minimize the classroom load on the teacher and make it possible to quickly set the current grades for the module of the discipline being studied. Fragments of test tasks can be used when students defend laboratory and practical tasks using a personal computer.

A student who received an unsatisfactory grade (below 4 points) in one of the modules of the current control or who wants to improve his rating (if the current control marks differ by two or more points), by decision of the department (teacher) can be admitted (no more than once) to re-passing control for this module.

The rating assessment of knowledge is established based on the results of studying the discipline and is set on the basis of data on the current and final (final) control (exam, test), taking into account the weight coefficients of these assessments approved by the department.

$$A_{total} = \sum A_{Current} * \beta_{current} + A_{complete} * \beta_{complete};$$

where **A** is the grades obtained by the student during the current and final control; **β** – weight coefficients of estimates.

In the case of receiving a rating score without rounding below 4 points for all types of control, the student, by decision of the department, is not allowed to take the exam (test) until the debts are eliminated. After that, he is obliged to pass the exam (test) without taking into account the results of the current control.

The presented learning technology made it possible to adapt the educational process to the needs of students, taking into account their capabilities, to aim at achieving the requirements of state educational standards, i.e.

- be capable of systematic action in a professional situation, to analyze and design their activities;
- have a steady desire for self-improvement (self-knowledge, self-control, self-esteem and self-development).

Thus, the use of the modular rating system as a means of enhancing the teaching activities of higher school teachers in the academic discipline contributes to the cooperation of the participants in the pedagogical process, the personal growth of future specialists in an innovative environment.

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