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CONTROL AND EVALUATION ACTIVITIES IN MATHEMATICS LESSONS

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Abstract:
In today's time, we can observe a decrease in results in mathematics on the GIA and USE, associated, according to teachers, with low motivation of students to study. This article discusses the possibility of increasing interest in teaching and the level of training of schoolchildren using a system of control and assessment of knowledge. The article reveals the essence of control and evaluation activities and their types. Various examples of training work are given.

Keywords: Types of control, control and evaluation activities, independent work

Testing and evaluation of students' knowledge, skills and abilities in mathematics has always taken place in school practice. Monitoring and evaluation of knowledge in educational activities allows the teacher and the student to determine the level of assimilation of educational material, identify problems, and then conduct individual and group remedial work.

The purpose of the control and evaluation system is to determine the quality of students' assimilation of program material, which means the degree to which they master the knowledge, skills, and skills provided for by the standard in mathematics. According to sociologists, the majority of students have an indifference to knowledge, a lack of desire to learn, and a low level of development of cognitive interests. This leads to certain difficulties in the organization of the educational process. Therefore, in the first month of the school year, all teachers should conduct introductory control to check the residual knowledge of the subject. As a result, the search for new ways to improve the methods of teaching mathematics is being carried out. Therefore, it is advisable to use various forms of control and assessment of students' knowledge in the classroom.

In order for children to firmly assimilate knowledge, you can use various cards-templates, reference notes, tables, diagrams, sample solutions. As Sh.A. Amonashvili notes, "the following types of control of students' knowledge are conditionally distinguished: current control, thematic control, final control" [1, p. 296].

The current control is a constant check of students' knowledge, which is carried out by the teacher in the classroom in accordance with the curriculum. To do this, you can use independent work, tests, cards for oral questioning; crosswords and puzzles; tasks "Find a mistake", "True – false" with the introduction of signal cards; a system of "pros-cons"; self-preparation check.

Evaluation under current control has a great educational impact. An objective assessment can support, encourage students, increase their cognitive interest.

It is advisable to evaluate the work throughout the lesson, and not a single answer. During the training, children make notes in notebooks, so a necessary element of the current control is to check the notebooks in order to take into account the grades of academic performance. Grades for written papers play a major role in determining the final grade.

Let's focus on some forms of current control. Mathematical dictation is a well–known form of knowledge control. They are used to test formulas, basic concepts and rules on different topics. You can also use tasks in geometry lessons: "Collect a theorem" – children collect a theorem printed on sheets and cut and "Insert the missing concept". Recently, tests have become widespread. All tests are divided into two broad groups: testing the logical abilities of students, and testing the basic knowledge and skills of schoolchildren.

But the test system is in no way able to completely change the traditional form of control – independent work. It is very important that the essence of independent work, the form and time of its execution correspond to the main goals of teaching this topic at this stage. There are different types of independent work. Let's consider different types of independent work.

Here is an example of an independent training work that can be carried out when studying the topic: "Definition of a quadratic equation, incomplete quadratic equations". The purpose of this work is to test the students' skills: to distinguish quadratic equations among others, to bring the equations to the form $ax2+bx+c=0$.

Task 1. Is the equation quadratic? ah) $5x2-7x+8=0$; b) $3x2-5=0$;

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Task 2. Using the coefficients a, b and c to make a quadratic equation: a) a=1;b=-2;c=4; b) a=6;b=3;c=0; in) a=3;b=0;c=9; d) a=1;b=0;c=0;[4.]
Training independent work includes the same type of tasks that contribute little to the mental development of the child, but it is necessary, as it makes it possible to develop basic skills and create a basis for further study of mathematics. When performing independent training work, students will benefit from the help of a teacher, so they can be allowed to use a textbook and a notebook, reference tables, etc.
Fixing independent work demonstrates to what extent the training material is firmly, consciously mastered. Based on the results of checking tasks of this type, the teacher determines whether it is still necessary to devote time to this topic. Such independent work contributes to the development of logical thinking and requires the combined application of various rules and theorems.
When teaching mathematics, independent work on updating knowledge – repetition and consolidation of the studied material is very important. Since before studying a new topic, the teacher is obliged to understand whether the students are ready for the lesson, whether they have the necessary knowledge so that learning a new one goes without much difficulty.
With the help of creative independent work, students have a great interest. In this work, children discover new sides of their existing knowledge, learn to use this knowledge in new, sudden moments. These are tasks for finding the second, third, etc. ways to solve a known problem.
Independent control work is a necessary condition for achieving the planned learning outcomes. They should be equivalent in content and aimed at developing basic skills. A certain topic has been passed, the teacher has a question: how is it learned by students?
Thematic knowledge control, which means written control work, meets this goal. The frequency and content of the control works are determined by the program and the approximate thematic planning of the educational material. The final control allows you to judge the overall achievements of students.
Preparing for it, there is a more in-depth generalization and systematization of the acquired material. According to G.Y. Ksenzova: "final control is usually understood as summing up the results of training for the year" [3, p.128]. It includes a system of thematic control and is more generalized.
Feedback is considered to be the basis of the assessment that has arisen, i.e. the teacher informing the students about the results of the assessment and, conversely, receiving information about the educational process from the students. It is necessary to keep in mind the most important principle of such feedback: evaluation, which supports learning, increases motivation, is aimed at progress and achievements, not failures. For example, T.I. Shamova [6] notes that every child can have a protective sheet – when he gets the right to be not ready for a lesson 1 time a month.
When solving geometric problems, as G.H. Voistinova notes [2], it is desirable to use rules-guidelines that students write down in their notebooks and can use them during knowledge control. An interesting system of evaluation is such as a score-rating.
Usually, the rating represents the "accumulated score" both in individual subjects and in a cycle of disciplines for a certain period of study. Of all the systems of knowledge assessment, such a system, in our opinion, makes it possible to assess students' knowledge most fairly and fully, encourages them to independently search for materials, start independent research work, which makes it possible to be interested in the subject being studied. The rating system provides regular, maximally motivated work not only for children, but also for teachers. The purpose of the introduction of a point-rating system for monitoring and evaluating knowledge is to create conditions for motivating the independence of schoolchildren by means of modern systematic evaluation of the results of their work.
The objectives of control and evaluation activities are to activate the educational and cognitive activity of each child and self-assessment of the level of assimilation of the material. The teacher should take care of increasing the number of marks, understanding the need to evaluate the knowledge, skills and abilities of students, try to actively include students in educational and cognitive activities. These forms of accounting and control of children's knowledge help to solve all the objectives of the lesson.

CONCLUSION. Constant monitoring, as well as assessment of students' knowledge and skills, is one of the main circumstances for increasing the quality of education. If a teacher has a good command of various forms of knowledge and skills control, regularly uses them in the educational process, then this will help to increase interest in the subject being studied, prevent backlogs, and guarantee the intensive work of each student. Control for schoolchildren should be educational in nature, and should also reveal the personal qualities of children. With its help, the level of preparation for the lesson increases, shortcomings and omissions in knowledge are eliminated in a timely manner. Control in math lessons is an integral element of the learning process. This work is systematic,

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multifaceted and diverse. The types of control depend on the following parameters: the age of the students, the composition of the class, the topic being studied and much more. But all types of control together allow many students to achieve mandatory learning outcomes and successfully pass transfer and final exams.

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