

UDC 378

ВБК 343

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CARD OF KNOWLEDGE AS A TOOL OF EDUCATIONAL QUALITY INCREASE

The main didactic relationships «teacher – materials under study – student» are closely connected with the most urgent problem of educational renovation that touches upon the educational quality increase. The regulated activity of the subjects of the educational process (teacher and students), adaptation of the materials under study, elaboration of the innovative training aids, analyses of the process and results of the educational activity are those components which are able to solve severe educational problems.

Key words: subject-object-subject relations, the educational activity, «Card of Knowledge», educational quality, monitoring, evaluation.

УДК 378

ББК 343

М68

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КАРТА ЗНАНИЙ КАК ИНСТРУМЕНТ ПОВЫШЕНИЯ КАЧЕСТВА ОБУЧЕНИЯ

Дидактические отношения «учитель – изучаемый материал – ученик» тесно связаны с насущной проблемой обновления современного образования, касающейся повышения качества обучения. Регулируемая деятельность субъектов образовательного процесса (учителя и учеников), адаптация

изучаемого материала, разработка инновационных средств обучения, анализ процесса и результатов образовательной деятельности субъектов – это те составляющие качественного обучения, которые способны решать острые вопросы образования.

Ключевые слова: субъект-объект-субъектные отношения, образовательная деятельность, «Карта Знаний», качество обучения, контроль, оценивание.

The main didactic relationships «teacher – student», «student – materials under study», «teacher – materials under study» are closely connected with one of the most urgent problems of educational innovation, i.e. conversion from knowledge-centered to personally centered system in education [Serikov, 1999, p.4; Yakimanskaya, 1995, p.13-21].

The change of emphases in the determination of the student's role from object to subject allows to specify the relationships of a person who teaches and a person who studies as subject-object-subject but not as subject-object. The educational quality increase is directly connected with the activity of the subjects of the educational process: teacher and student. Adaptation of the materials under study, elaboration of the innovative training aids, analyses of the process and results of the educational activity give the opportunity to ensure high-quality education avoiding random current assessment.

In the triad «teacher – materials under study – student» presenting subject-object-subject relationships the teacher as the first element has the strongest position that supposes presence of professional knowledge and competence. The teacher's graduating from the university does not always differ by the formal characteristics (diploma, loose leaf with marks) the teacher who actually insures the educational process and sets up the maximum conditions for the student's development from the teacher who has the same professional knowledge and skills but who works with low efficiency. The number of the excellent and good marks is not always the true index

of knowledge quality on a school subject because the assessment criteria can differ by level of standards (volume, quantity, quality, speed, etc.).

The student as a subject in the educational field can be both a strong triad element and a weak one which depends on a great number of factors. The student as a subject is free to define the sign (plus – minus) in his educational behaviour while the teacher does not have such an opportunity. Then to insure the success of the educational process it is necessary to strengthen the pedagogical element securing his positive trend owing to his professional self-improvement.

The absence of the system and consistency, discreteness and randomness in the educational process and control phase are chronic problems in the modern school. Different scheduling (calendar, thematic, etc.) does not guarantee objectivity of the education results concerning a particular student since in such planning there is an algorithm of the work with the students as a class. Every student's share in the educational process can't be defined to within the certain active category, the volume of the knowledge acquired, and speed of educational development.

Educational quality increase must be closely connected with the strengthening of the whole educational process controllability because the combination of the task fulfillment with its checkup can increase the educational quality, makes it surely monitored and effective. Control as a system is possible under such an organization of the educational process when near and distant perspectives in studying become clear for the student. Instead of interrupted (discrete) control when the tasks are given by portions every lesson, it is possible to use continuous control with the help of the Card of Knowledge that is formed by the teacher on the basis of theoretical and practical comprehension of the materials under study. To go over to such a work it is necessary to go away from the linear idea of the lesson, the educational process on a particular subject and education in general.

The classification of the materials under study and the trajectory of its acquisition when neatly graded in volume, activity forms, and time in the Card of Knowledge helps the student to see his own perspective in education; to feel like a nonrandom spectator but a full member of the educational process; to be sure not to be lost in a

rhythmical activity in the case of absence from the lesson (illness, competition, contest, etc.). Having drawn the Card of Knowledge on the basis of his methodic planning the teacher 1) uses it as a «hard» algorithm that minimizes the subjective factors connected with interpersonal relationships [Snigiryova, 2005, p.124-127]; 2) avoids giving random marks that are unable to reflect a real idea of the formation of necessary subject competences; 3) sets up workable conditions for objective comparison of students' achievements which allows to make methodically true correction work with some students. The Card of Knowledge enables parents to see their child in time and space of the educational process and to help him to move in beat with a right speed since the Card of Knowledge scheduling foresees the time limit (school term, semester).

Thus, the results of the teacher's work on his professional self-development must be projected on the student's activity through different training aids (for example, the Card of Knowledge) in the process of adaptation of the materials under study that allows to assess objectively the educational quality and to make the basis for its increase.

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