

PEDAGOGICAL TESTING – ADVANTAGES AND PROBLEMATIC OF THE APPLICATION

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Nowadays, in the context of the credit-module system of the educational process, it is hardly possible to find a teacher who does not understand that pedagogical control and students ratings are crucial tasks.

The main intention of this work is to reveal positive sides of the rating process and to describe the problematic associated with rating system for validation of student's achievements.

It is important to note the presence of experience in employment of pedagogical tests in Kharkov National University of Pharmacy and Kharkov National Medical University. This experience shows that first of all pedagogical tests attract educators by its novelty compared to traditional rating forms. In second place, pedagogical tests stimulate students to study systematically since it is an inevitable or a necessary form of control. Teachers work hard to instill education's most enduring and profound rewards: self-confidence, academic growth, joy in learning and intellectual curiosity. In third place, testing creates a unique motivation for learning based on healthy competitiveness and strong focus on achievement. Finally, systematic testing allows to modify the final form of the pedagogical control mainly emphasizing on learning skills and higher level of the knowledge. Also, it creates a system of current grade for every student, which permits to make the final control more effective, objective and sometimes an automatic pass.

There are numbers of fundamental differences of pedagogical test from other methods of the pedagogical control. Pedagogical test is a scientifically aproved method of empirical research. It permits to eliminate conceptual evaluation of the student's knowlege. The most important distinction of pedagogical tests from other pedagogical task is its processability. It means that each test question has a clear

unequivocal answer and rated standardly based on the answer. Processability realizes completely in the implementation of automatic system of the test control and assessment.

The aspects of pedagogical tests mentioned above enable to formulate one of its advantages. The pedagogical test allow to grade all students on all questions of educational material under the same conditions using previously developed objective rating scale without any exception. That's exactly what aspires to improve the pedagogical control. Why pedagogical tests are not so widely used in teaching practice? What is the problem?

First of all, we can talk about conceptual problem that defines an ambiguity of opinions for possibility of applying pedagogical tests for comprehensive evaluation of the student's knowledge. This is due to the fact that tests narrow the possibility of assessing student's logical thinking and argumentativeness of their decisions. Next problem is the evaluation of test results. Which aspects have the most impact on test result: the quality of students' knowledge or the quality of development of pedagogical tests? This question remains unsolved. Had all levels of learning been taken into account? This question causes the necessity of test quality assessment not only by some statistical characteristic, but also by their complexity. Last evaluation requires repeatable approbation and correction before appliance in pedagogical practice.

Thus, advantages of pedagogical tests listed above and implementation problem into pedagogical control appear worthy of more close attention and research. Also, it should be noted that application of pedagogical tests should not have self-sufficient value. It should be combined with other forms of pedagogical control. These are the massive opportunities for creative activity of professional educators.