

*Materials of Conferences***FEATURES OF THE MODULE-RATING TECHNOLOGY IN TEACHING "CHEMISTRY"**

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It is shown that the module-rating system in high school is a technology of educational process, in which the learning objectives is a set of professional competencies of the student, as a means of achieving it is the modular nature of the content.

When planning and implementing a training module – rating technology teacher takes into account all factors that may affect student learning (psychological features, basic knowledge, teamwork, etc.). Found that this technology contributes to the development of thinking, imagination, attention, memory, ability to introspect, the Organization of independent work of students, team – building. Demonstrates that when you split the content of educational material studied discipline instructor, you must build the classes to help students discover, discern its internal potential, develop not only thinking, imagination, memory and communication skills of students.

Thus, it is shown that the module – rating technology allows the student to prepare for the exam, generates adequate self – esteem, encourage independent work and helps to increase competitiveness in their studies.

A transition on two – level education demands of new educational technologies. The realization of this approach in higher education allows the module – rating system for assessing students' knowledge. Advantages and disadvantages of this technology explored deeply enough, as evidenced by the large number of publications on this topic [1–2].

Crucial role to play in this system belongs to the high school teacher's creative use of the experience of psychological and pedagogical interaction with students. For optimization of the tasks which are set before the students, teacher must clearly know the basics framework of psychology and pedagogies. Knowledge of the characteristics of the mentality of students should be able to use in the educational process.

The module – rating technology puts students to work regularly in the sphere of education, increases the interest in its outcome, to enhance the role, value and efficiency of independent work in the educational process.

Analysis of the literature shows that of all the world's high school assessment training knowledge and technology advances are substantial advantages technologies based on students' rating of the

individual determined by aggregate assessments in various control points in the discipline. Rating control is the main component of the module – rating technology and provides for the possibility of a differentiated approach to the control of knowledge.

The psychological essence of rankings is that it addresses the intellectual, emotional, willed, motivational, value – orientation of the student, affects the formation of adequate self-esteem and creates the ability to introspect, self-organization of their independent work.

Rating control stimulates daily independent work contributes to increased competitiveness in studies, increased interest in the subject studied. Use the rating allows you to comply with the requirements of reasonableness and transparency of assessments. Moreover, a student clearly knows a ratings and awards at the very beginning of the discipline. Such control is necessary for the implementation of the feedback when adjusting training. Rational organization of the educational process and control of performance are two sides of a common learning process [3, 4].

Methodology. In Belgorod State Technological University named after V.G. Shoukhov at the Department of inorganic chemistry it is developed the technological map of the discipline of "chemistry", which establishes the maximum number of points equal to 100. Points are awarded to the student for the mandatory educational works, some of them (up to 10%) and to assess such personal qualities as a discipline, responsibility, initiative, timely execution of assignments, etc. Points for personal qualities are the lead teacher in the exam that can significantly increase a student's final grade for the discipline.

The main part. At designing of the module-rating technology, it is necessary to consider that the result of the education is defined not only by student's book, but teaching position, his training methods, his professionalism, the atmosphere that is created in the audience, the relationship between teachers and students and others. Also teacher's role, its place in class and, of course, the student's functions and their activities depend on teacher's position.

In the classroom students can actively communicate with each other (on certain phases of occupation), collaboration with teacher and student use catechetical method of training, front work with the training team. Working in groups, students also may discuss all matters with each other and, thus, developing an ethic of business communication. At "implementation" of module-rating technology it is necessary to provide students with the opportunity to interact in class with each other and with

the teacher on an equal footing, to express themselves, develop students' ability to gather information, its analysis and synthesis, to develop the ability to not only achieve results of its own activities, but also to be able to evaluate them.

Stimulating role of module-rating technology plays a student pass or exam in semester depending on the amount of points collected. And we can speak about not only the assessment of "excellent" but less high positive assessments. At the Department of inorganic chemistry students are trained in almost all professions, therefore, depending on the complexity, the discipline of chemistry contains 3–5 modules, control measures which are required for the student. The distribution of controls is built during the semester so that the student each week gets points for some kind of training. The sum of points on all modules of a rating for the discipline for the semester evaluation scores current student work takes into account the quality of the work and its timeliness.

Score in points of the current student work takes into account the quality of the work and its timeliness. The basis of assessment learning modules disciplines are based on current control of scores of students in the semester, summed for all types of training activities. The final appraisal for the discipline of chemistry is an exam, which is held after the planned student teaching works. The minimum number of points accumulated during the semester and to take to the exam, set within 48.

Because the program "chemistry" discipline involves the examination, at the final qualification imposed additional module and a final control, which in this case is a mandatory event. This control is carried out during the final semester and it is 30 points out of 100. Thus, 70 points a student can earn for work in term I and 30 points based on final inspection. As a result, when a student on the sum of all 61 or more modules are inadmissible.

It should be noted that according to the results of the final evaluation the student won't be able to get the final assessment on the discipline which is below, then during the semester for the modules. Student, received the minimum number of semester credits (48–50 points) even while getting maximum scores on the exam (30 points) cannot qualify for an assessment at the rate of this approach is the motivating factor for students throughout the semester, students who do not pass the control event, continue to work on it within the time period established by the Department, prior to its execution.

Department of inorganic chemistry, of Belgorod State Technological University named after V.G. Shoukhov developed evaluation tools for monitoring, which takes into account the quality and timeliness of all types of training activities. At the beginning of the semester the students get acquainted with the system and form of rhenium in the form of a promotion and points for personality that contributes to the rational organization of the educational process and to monitor performance.

At the Department of inorganic chemistry students are trained in almost all professions, therefore, depending on the complexity, the discipline of chemistry contains 3–5 modules, monitoring activities which are indispensable for the distribution of the student built during the semester so that the student each week gets points for some kind of training. Basic kinds of control of knowledges, abilities and skills during of every module are laboratory works, homework, calculations and graphically tasks and computer testing. The sum of points on all modules forms a rating system on for the semester.

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Therefore, we can say that the module – rating system affect the formation of adequate student self – esteem, stimulates independent work and helps to increase competitiveness in their studies.

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UNIVERSITY E-LEARNING: DYNAMICS OF STUDENTS' ABSTRACT THINKING DEVELOPMENT

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The author of the article analysis the e-learning role in medical university students' abstract thinking development. The article made on the research experimental material represents indicators of students skills to abstract from the irrelevant objects or