PEDAGOGIC TECHNOLOGIES ON ORGANIZATION OF STUDENT REFLEXIVE AND VALUATION ACTIVITIES

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Abstract: the changed requirements for qualified profile and the competencies level of senior executives today have become the impetus for system reform of the vocational education. Therefore, one of the main objectives of Higher Education should be the development of abilities of students through education and self-education This, in turn, implies the creation of conditions for effective reflexively-evaluation of students. The goal of this research is to analyze modern pedagogic technologies of evaluation of students' learning activity, discovery and approbation of the most effective forms and methods of control within the professional training of garment manufacture engineers. The priority was given to those forms and methods of control which would help to shift the emphasis from the informational training to meaning-searching, to the formation of students' cognitive motivation, development of their analytical skills and ability to reflex.

Keywords: pedagogic technologies, students' educational activity, reflection.

1. INTRODUCTION

The basic problem of modern education system consists in the contradiction between the round pace of knowledge increment in a modern world and limited opportunities of its digestion by an individual. This forces the pedagogic theory to abandon the absolute educational ideal (fully educated person) and pass to the new ideal – maximum development of human capabilities to self-regulation and self-education. At the same time, the student himself becomes the leading figure in the educational process, acting not as the object but as the subject of learning [1].

The improvement of the quality of students' professional education in the examined aspect requires a specially organized system of educational and cognitive, administrative, pedagogical, methodical activity of all the subjects of the professional training process, directed at the identification of high performance technologies of professional education and creation of conditions for their expansion (organizational, psychological, pedagogical etc.). One of the directions of pedagogic technologies is the control of learning activity of educational subjects, which, as it is known, does not become for students like as a simple evaluation but has particularly the teaching, educational and developmental functions.

2. INFORMATION

Method of control as a complete system consists of different (by function, forms, etc.) structural components. These structural components are:
- controls;
- its methods and techniques;
- organizational forms as an internal organization and external expression of the validation process.

Analysis of the educational and methodical literature indicates that the control technologies in different sources as a matter of fact are identical, but their classification and relationship of different authors interpret in its way. The differences in the technologies of training students create alarms some difficulty for young teachers who do not have experience in this field.
- Therefore, we believe it is necessary initially to state its understanding of the concepts.
- Traditionally provide the following types of control depending on their function in the learning process:
- preliminary control that performs diagnostic function;

- current and total control with dual function: for teachers-provide information about the quality of the selected (current control) or final (final) stages of education, and for students in most cases are an essential cognitive motivation.
- Methods and techniques of knowledge control, abilities and skills of students by way of interacting subjects training in the educational process can be classified as follows:
   1) verbal;
   2) written;
   3) graphics;
   4) practical;
   5) programmed by.

It should be noted that the methods of control is often used in a combined form, i.e. to the real learning process they complement each other. Each method includes all techniques of control, and the same technique can be used in various control methods.

Model forms of the internal organization of learning process verification of students activities are:
   1) individual;
   2) front;
   3) group;
   4) self-monitoring;
   5) controls implicit (in rare cases).

The existing external organizational forms that characterize the external expression of the verification process in the learning process of Higher Education are:
   1) protection of laboratory and practical work;
   2) seminars;
   3) interim appraisal;
   4) final exam.

In our view, in the current circumstances, taking into account the requirements for the training of graduates selecting forms and methods of control of knowledge and skills students should give priority to the verification technologies that would shift from information at semantic search training, a motivational learning of individual students, develop their analytical capabilities, resulting in a higher interest to training activities, awareness of the students of the importance of information received, searching for casual relationship and the skill to reflect on.

Reflection on the whole is a thought (rational) process to analysis, understanding, and awareness of herself: custom activities, experience, abilities, tasks, appointments, etc. In pedagogy teaching on reflexive actions associated with the theory of L.C. Vygotsky on the relationship of learning with mental development and determine the reflection as self-consciousness in the own work.

The reflection is a key pedagogical goal of higher school. In particular, this is because reflection is part of the component of the professional engineer's clothing industry, which involves both assessment and evaluation of production processes at the plant, and self-examination, self-assessment of his own activities as a subject of production. Low capacity for reflection has a negative impact on the professional competence of the future specialist, puts him in a situation of complete dependence on external factors and incentives, appropriate, impacts, and makes it a perfect official saying, unable to take rational decisions in non-standard situations.

The essence of modern concepts of a reflexive process training of students is to create conditions in which education is self-education and management. In this case, the problem is solved by means of more effective training of students needs and capacity for self-development, introspect, self-assessment. In the course of properly organized reflection is critical attitude of students to their activities and work colleagues, is the rational for decisions. In the course of properly organized reflection is critical attitude of students to their activities and work colleagues, is the rationale for decisions. In this case, the reflection is the opposite of awareness. This is because if there is realization of integrity situation awareness, reflection, on the contrary, divide this whole, analyses the situation from the perspective of. Thus, the perception is just for reflection and thinking, because it gives an understanding of the overall situation.

3. RESULTS

We have developed and tested several ways to organize freely and assessment activities of students-future engineers of clothing production in various academic disciplines and the various forms of organization of cognitive work that is presented in the table. 1. So, for example, through the reflection of our analysis of creative works of students of the first rate on subjects "Basics of technology clothing" and "First training practice" [2], representation and protection of laboratory works of students of the second course on "Equipment garment production", "Development of technological documentation". Each of these forms of organization of cognitive activity had its objectives, functions and targets.

For example, to analyze the creative work of students in the discipline "Basis Technology clothing" and at the end of the first academic practices was the final viewing these works. In the scan are collectively reviewed the best works, discussed the weaknesses of the individual works or articles. The following principles are complied with:
- the objectivity of the evaluation that had been previously established criteria;
- analysis and evaluation of the students' personality without moving.

Team discussion and analysis of the performance of students in compliance with the above principles contributed to the emergence and basic functions of control: control, training, developing and nurturing. Particularly relevant is the fact that control increases the motivation of learning activities of students, students acquire skills in reflection of their own activities (through monitoring and self-monitoring), without reducing the level of self-esteem.

General characteristics of the structural components of pedagogical technologies of reflexively and assessment activities, our students training in sewing profile, is presented in table 1.

Table 1: Characteristics of the structural components of pedagogical technologies of reflexively and assessment activities students sewing profile

Name of the discipline	Structural components of the monitoring			
	type of control	methods and techniques	the organizational form	
			internal	external
«Bases of Clothes' Technology»	preview	written (tests, questionnaires)	individual	testing
	current	written (tests)	individual	certification
	final	oral (discussions, analysis, view)	front	exam
«Introductory Practice»	preview	written (tests, questionnaires)	individual	testing
	final	oral (discussions, analysis, viewing)	front	exam
		written (report of the practice)	individual	
«Equipment for the Sewing Production»	current	oral	individual, group	protection of laboratory works in the form of a seminar
		written (report)		
		graphics (results)		
	final	written (tests)	individual	exam
«Elaboration of Technological Documentation»	current	oral	individual, group	protection of laboratory work in the form of a seminar
		written (report)		
		graphics (results)		
	final	written (tests variants)	individual	exam
«Projecting of the Sewing Flows»	current	written, oral (analysis and discussion of the results of laboratory work)	group	certification in the form of a seminar
	final	written (tests variants)	individual	exam

Analysis of theoretical and applied research on the control of knowledge in education, we have come to the conclusion that to improve the quality of training of specialists and significantly improve the monitoring process can be supported through greater internal personal resources. This is possible when organized properly reflexively-evaluation activity subjects of learning in which students independently have an internal and external control by (or attributed to) and makes the evaluation itself, its activities and those of colleagues, comparing the results with the main and private educational objectives (goals). According to the principle, we have organized and held interim check of knowledge within the second appraisal with the students of the third course "Design of sewing thread" table 1.

It has been observed that by the teacher's reflection is a self-diagnostic technology of success and the effectiveness of its pedagogical action, as a means to respond flexibly to any teacher, life situation.

4. CONCLUSIONS

Studies have concluded that the higher the level of development of the reflexive-self assessment the student, so it would be better to learn and acquire the ability to act independently in professional self-esteem. Observations showed that in a situation where a student is able to evaluate themselves, their quality, their activities, he can also detect the successes of others and not to exaggerate their shortcomings. However, the adequate self-esteem contributes to not only as individuals but also as an emerging professional future of the organizer or production leader.

In addition, it should be noted that the modern and competent organization of the students' reflexive evaluated activity in various forms allows supporting the learners' cognitive interest, overcoming the monotony of the academic process, forms the stable positive student motivation for learning activity [2, p.77-78], and encourages the students to persistent systematic training work. In its turn, the formed motivational sphere of students' personality is the basis for their self-education and self-improvement in the future which will provide the future specialist with the competitive performance on the labor market.

5. REFERENCES:

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