

**ЗДОРОВ'Я ЛЮДИНИ, ФІТНЕС І РЕКРЕАЦІЯ,
ФІЗИЧНЕ ВИХОВАННЯ РІЗНИХ ГРУП НАСЕЛЕННЯ**

**MODERN APPROACHES TO ASSESSING THE ACADEMIC ACHIEVEMENTS
OF THE YOUNG GENERATION IN THE PROCESS OF PHYSICAL EDUCATION**

**СУЧАСНІ ПІДХОДИ ДО ОЦІНЮВАННЯ НАВЧАЛЬНИХ ДОСЯГНЕНЬ
МОЛОДОГО ПОКОЛІННЯ У ПРОЦЕСІ ФІЗИЧНОГО ВИХОВАННЯ**

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Abstracts

Background and purpose of the study. The article highlights modern approaches to assessing the academic achievements of the younger generation in the process of physical education from the point of view of scientists. Solving these issues makes it possible not only to improve the system for assessing the academic achievements of young people in physical education, but also significantly increase their motivation to engage in physical activity. There is practically no ideal assessment system, and each of those used has strengths and weaknesses. Therefore, it is necessary not to look for ideal systems, but to plan those that have a large number of effective advantages. **The purpose of the study** is to analyze modern approaches to assessing the academic achievements of the younger generation in the process of physical education. **Material and methods of the study.** *Research material:* analysis and generalization of scientific literature and program and regulatory documents on the organization of the educational process in educational institutions, foreign and domestic experience of modern approaches to assessing the academic achievements of young people in the process of physical education; *research methods:* analysis and generalization of data from scientific literature and the Internet. **Results.** Assessment becomes the main criterion in determining the quality of higher education, the adequacy of the level of programs and teaching methods and training in a subject or faculty as a whole. Assessment is carried out using internal and external procedures. The internal assessment process includes systematic collection of administrative information, surveys of students and graduates, informal conversations with teachers and students. A component of external assessment is a visit to the faculty by a supervisory group to determine the quality of training and teaching. External reviewers are teachers or professionals who compile a final report based on communication with students and young scientists. **Conclusions.** The analysis of the assessment of students' educational activities must be carried out in compliance with certain pedagogical requirements (principles): planning, systematicity, objectivity, openness, economy, thematicity, taking into account the individual capabilities of students, unity of requirements taking into account national standards for providing training in accordance with the qualification characteristics of specialties. Depending on the didactic goal different types of learning control are used: diagnostic, preventive, current, repeated, periodic, thematic, final.

Key words: control and evaluation activities, pedagogical process, student, learning, assessment.

Передумови та мета дослідження. У статті висвітлено сучасні підходи до оцінювання навчальних досягнень молодого покоління у процесі фізичного виховання з погляду науковців. Вирішення цих питань дає можливість не тільки вдосконалити систему оцінювання навчальних досягнень молоді з фізичного

виховання, а й значно підвищить їхню мотивацію до занять руховою активністю. Практично не існує ідеальної системи оцінки, і кожна з тих, що використовується, має сильні і слабкі сторони. Тому потрібно не шукати ідеальні системи, а планувати ті, які мають велику кількість ефективних переваг. **Мета дослідження** – проаналізувати сучасні підходи до оцінювання навчальних досягнень молодого покоління в процесі фізичного виховання. **Матеріал і методи дослідження.** *Матеріал дослідження:* аналіз і узагальнення наукової літератури та програмно-нормативних документів організації навчального процесу в закладах освіти, закордонний і вітчизняний досвіди сучасних підходів до оцінювання навчальних досягнень молоді у процесі фізичного виховання; *методи дослідження:* аналіз та узагальнення даних наукової літератури та мережі Internet. **Результати.** Оцінка стає основним критерієм у визначенні якості вищої освіти, відповідності рівня програм і методик викладання та навчання з предмета чи факультету загалом. Оцінка проводиться за допомогою внутрішніх і зовнішніх процедур. Процес внутрішнього оцінювання включає систематичний збір адміністративної інформації, опитування студентів та викладачів, неформальні бесіди з викладачами та студентами. Складником зовнішнього оцінювання є відвідування факультету супервізійною групою для визначення якості навчання та викладання. Зовнішніми рецензентами є викладачі або особи професійної діяльності, які складають підсумковий звіт на основі спілкування зі студентами та молодими вченими. **Висновки.** Аналіз оцінювання навчальної діяльності учнів необхідно проводити з дотриманням певних педагогічних вимог (принципів): планованості, системності, об'єктивності, відкритості, економності, тематичності, врахування індивідуальних можливостей учнів, студентів, єдності вимог з урахуванням національних стандартів забезпечення навчання відповідно до кваліфікаційних характеристик спеціальностей. Залежно від дидактичної мети використовують різні види контролю за навчанням: діагностичний, профілактично-попереджувальний, поточний, повторний, періодичний, тематичний, підсумковий.

Ключові слова: контрольно-оцінювальна діяльність, педагогічний процес, здобувач, навчання, оцінка.

Introduction. In recent years quality of higher education in Ukraine goes down. S. Avdeeva and I. Minakova rightly point out, “in the mass dimension education became less quality, and the majority of graduating students of higher educational establishments (especially new ones) are not competitive at the European market of labour”. Such dignities of Ukrainian education, as solidity, systematical and practical orientation experience obvious losses [1; 6].

The specific feature of physical education that distinguishes it from mental education is its orientation mainly on the biological sphere of human being: the directed change of its forms (for example deportment), functional possibilities of the certain systems of organism (muscular, cardiovascular, respiratory and others), development of efferent skills (force, speed, endurance and others), studying of efferent actions, increasing resistance to the external factors (tempering). The objectives of the academic discipline “Physical Education” in higher education institutions are determined by such areas as supporting a socially justified level of physical training of students, counteracting negative factors that affect health and learning in an educational institution, using physical training, education, the ability to independently use physical education facilities during work and rest, the

formation of general and professional culture, a healthy lifestyle, etc. [4; 18].

However, if the student masters only practical skills of physical perfection without sufficient learning of the theoretical and methodical knowledge, it does not allow him to apply the acquired knowledge during independent lessons correctly.

That's why theoretical and methodical preparation of students on the physical training lessons must be considered as original base for the increase of technical, tactical and psychological preparedness. That's why teaching of theoretical material must not be formal from the side of the teacher and the student as well. Theoretical lessons must have a certain goal – to develop students' abilities to use acquired theoretical knowledge in practice. Besides, the widening of the theoretical knowledge of students gives an opportunity to think independently, contributes to the development of self-control and self-examination that in turn is a guaranty of self-improvement in the future. Theoretical preparation of students on the physical education lessons is organized, mainly, in the different generally accepted forms, inherent for humanitarian studying and self-training (lectures, conversations, seminars, individual work with manuals, tests, etc.).

However, insufficient amount of scientifically-methodical books and developments, additional means of informative content and absence of the clear methodology of their use in an educational process of physical education does not allow to provide the all-round development of the students' personality during their studies and after them [5; 17].

Thus, to form in the students' conscious necessity of systematic physical exercises a teacher should search effective forms and methods of taking lessons, creation of the corresponding educational and methodological providing and also conduction of active propagandist activity.

The problems of assessing students' academic achievements and improving assessment technologies were studied by the following scientists (L. Kaban, N. Moskalenko, A. Yakovenko, S. Ovcharenko, Ya. Maloyvan, etc.). However, these researches touched, as a rule, the class-lesson system of teaching. Offering and justifying different versions of module technology of studying, most researchers used the traditional approaches to assessment of results of studying.

The purpose of the study is to analyze modern approaches to assessing the educational achievements of the younger generation in the process of physical education.

Research material and methods. *Research material:* analysis and generalization of scientific literature and program and regulatory documents on the organization of the educational process in educational institutions, foreign and domestic experience of modern approaches to assessing the educational achievements of young people in the process of physical education; *research methods:* analysis and generalization of data from scientific literature and the Internet.

Research results. Quality of education is a number of system-social internals and descriptions, that determine accordance of the system of education to the accepted requirements, social norms and state educational standards. Getting of quality education directly depends on quality of requirements (aims, standards and norms), quality of resources (programs, human resources potential, contingent of university entrants, logistical support, finances, etc.) and quality of educational

processes (scientific and educational activity, management, educational technologies), that provide preparation of specialists. In world practice three basic approaches to assessment of quality of education are used: reputational (on the basis of expert estimations), effective (on objective indexes) and general. An amount of approaches can be much more: traditional (prestige of higher educational establishment), scientific (accordance to the standards), manager's (satisfaction of the client), consumer (a consumer determines the quality himself), democratic (a benefit of higher establishment for society).

For Ukraine modernization of the system of checking of quality is the issue of the day, first of all in the context of European space of higher education [10; 14].

So, assessment becomes the basic criteria in determination of quality of higher education, corresponding level of programs and methods of teaching and studies from the subject or on a faculty in general. Assessment is held by means of internal and external procedures. The process of internal assessment includes systematic collection of administrative information, questioning of students and gradutors, informal conversations with teachers and students. The constituent of external assessment is a visit of a supervisory group to the faculty for determination of quality of studying and teaching. External reviewers are teachers or people of professional activities, who make a final report on the basis of communication with students and young scientists.

"An international educational association today agrees that there isn't and can't be absolutely effective international system of providing guarantee of quality of higher education. Every country solves this question taking into account the features of the national system of higher education. But we mustn't reject world and European experience in this question and unite with valid institutes". Thus, it is obvious, that the system of higher education of Ukraine should mutually approach our own works and newest European experience in the question of making clear standards of quality education [3; 12; 13; 16].

L. Kaban claims that "the most important incentive and the strongest (but not always

effective) punishment in pedagogical practice is assessment. This is the sharpest tool, the use of which requires great skill and culture” [7].

A problem of objective control of quality of knowledge of students always was in priority. It did not lose the actuality on the modern stage of development of our society and today we cannot guarantee the hundred percent achievement of the forecasted results of studies.

Middle program requirements to the assessment of educational achievements of students mostly do not correspond their possibilities because of individual development of their organism [2]. Lately, in scientifically-methodical books occurred enough researches of the question of assessment of educational achievements of students on the physical training lessons, but there still aren't any assessment criteria that would be orientated on the health aim of physical education at higher school and were personality-orientated. The solution of this problem will give an opportunity not only to perfect the system of assessment of educational achievements of students on the physical training lessons, but also will considerably promote their motivation for physical activities. All this predetermines actuality and expediency of scientific search of further perfection of the system of assessment of educational achievements of students in physical training [8].

One of the key questions of assessment of educational achievements of students is a scale of measuring of knowledge; and foreign establishments of education have rich experience of it.

Learned theoretical and methodical knowledge gives possibility to student to assess social importance of physical education and sport in a right way, to understand objective patterns of physical education as the pedagogical phenomenon, to treat teacher's studies and aims consciously, to be confident and creative on the lessons and competitions.

N. Moskalenko, N. Sorokolit, I. Turchyk [11] summarized acquired experience of construction and development of scale of assessment of educational achievements of students in different countries of the world, he specifies on impossibility of unifying the scale of assessment, elect-

ing only one scale of measuring of knowledge of students for all and of asserting that it is the best. One of ways of successful solution of the issue of reformation of scale of measuring of knowledge is to accumulate experience, to analyze results of researches in this sphere and borrow the best of it.

N. Sorokolit [19] worked out the system of assessment of progress of students in physical education, that takes into account not only physical but also educationally-methodical preparation.

I. Turchyk, N. Sorokolit, B. Tsyupak [22] defined the prospects of upgrading of the quality of system of physical education in higher educational establishments due to introduction of the special offered credit-module system in the process of studies of students of the special medical group.

Yu. Cherpak [23] defined basic functions and pedagogical requirements to the assessment of educational achievements of senior pupils in the context of module studies. The didactic terms of realization of module technology of studying were defined experimentally. Efficiency of application of different estimating scales (range from 3th to 100 points) is established. In the process of comparison of the assessment systems in Ukraine and abroad it was established that western educational systems in general observe moderation, practicality and accessibility of special purpose options, that assists the increase of motivation for getting of new knowledge by the students on the basis of voluntary studying and humanistic approach to personality of student.

N. Moskalenko, A. Yakovenko [9] explored the problem of assessment of educational achievements of students by the method of testing in the pedagogic of the USA, and justified the possibilities of creative considering developed in American pedagogy approaches to constructing and use of the progress tests in educational establishments of Ukraine.

N. Sorokolit [21] worked out the system of preparation of physical training teachers to assessment of educational achievements of students, that provides forming of theoretical and technological readiness to the researched type of activity, self-appraisal of own activity, for con-

tinuous professional development of personality, realize general and specific functions.

O. Dykyi [4] generalized the characteristic tendencies of forming of the system of assessment of educational achievements of students and defined that assessment of physical education in present time must have a health orientation; take into account the individual rates of development of students' efferent abilities; be personality orientated. The basis of the personality orientated assessment must be formed by the personal achievements of the student during the school year, active work during the lesson, work after classes and participation in competitions of all levels.

L. Kaban [7] confirms that the scales of assessment do not play a considerable role in the pedagogical measuring. An indisputable fact is that there is a great variety of scales of assessment and a slow process of forming of world standards.

N. Moskalenko et al. [8] considers that multi-mark scales and the system of tests are not ideal. Not only the European scientists and teachers who have their own educational traditions, but also Americans without visible efforts find defects in absolutizing of testing, and ignoring another ways of the pedagogical measuring. No wonder that European countries which have traditions to use the same curriculum in all schools only in exceptional cases use American tests and scales.

N. Sorokolit [20] explored, that almost all variables that are used to the analysis of the educational process are latent (hidden), that is directly not measurable. A latent variable – the level of knowledge of those who studies is often used in an educational process. When the traditional or classic system of testing is used a latent variable – the level of knowledge – is measured as a part of right answers.

The advantage of this system of measuring is that it is simple, evident and easy for understanding. However, there are substantial defects in this system. The assessment of level of knowledge depends on the set of test tasks. The results of the objective measuring mustn't depend on a measuring instrument that is used (in this case,

the set of test tasks), besides measuring results when the classical system of testing is used are nonlinear. Testing system, precisely the system of measuring of latent variables that is used on the basis of adaptive tests fundamentally differs from the known classical traditional system of testing. Limitations that appear by using the methods of classic theory of tests change greatly. First of all, it is a possibility, unlike the traditional system of testing, to get more objective marks. By the use of the traditional system of testing (measuring) the level of knowledge is determined by the part of right answers. But such a mark depends on the complication of tasks in a test. If a test consists of easy tasks, part of right answers will be higher, if a test consists of difficult tasks – lower, so assessment of level of knowledge when traditional system of measuring is used can't be objective. The fundamental difference of the testing system, which bases on adaptive tests, is that assessment of level of knowledge of students does not depend on complication of test, so it is objective. It means that such assessment of level of knowledge of students can be effectively used for the decision of any tasks of optimization of educational process – assessment of efficiency of pedagogical innovations of technologies, monitoring, etc.

N. Moskalenko et al. [9] distinguishes such problems of realization of test form of control at higher school as a necessity of development of textbooks oriented to the test form of knowledge control; considerable charges of time for primary preparation of quality control and measuring materials; necessity of overcoming of resistance and complex of prejudices of supporters of old methods of the pedagogical measuring; and also small number of specialists in testing in the system of education. She points that testing is a considerable step on the way of development of the methodology of control of mastering of educational material by the students. Introduction of testing allows carrying out a smooth transition from subjective, intuitional marks to the objective reasonable methods of assessment of results of studying. However, as well as any other innovation, this step must come true on a severely scientific base, leaning on the results of pedagogical experiments and scientific researches.

Testing mustn't replace the traditional methods of educational-pedagogical control, only complete them. It will allow, from one side, to assist joining of Ukraine to Bolonian process, and from other – save the specific of our own education.

Preparation of specialist of the European level in economic higher educational establishments, solving of the problems of equivalence of education in accordance with international standards, the quality improvement of educational process requires not only perfection of trade education but also providing of the proper level of physical preparedness of students. Today the concept of modern specialist is estimated not only as the business professional who knows a lot but also personality that is able to support the health, has healthy way of life and has the proper level of physical education.

In practice there is no ideal system of assessment, and each of those, that are used, has its strong and weak parts. It is necessary to search not the ideal system, but practice those with plenty of productive advantages.

The scale of assessment of ECTS was worked out to help educational establishments to carry the marks that were put by local establishment. It presents additional information of work of students, but not replaces marks. Higher educational establishments take their own decisions of usage of assessment scale in the own system.

The developments from introduction of the credit-module system in the educational process of higher of education establishments oriented to physical education give their own addition. This all gives reasons to organize the process of physical education of students in accordance with the requirements of modern education. At the same time organization of educational process from physical education in higher school almost fully depends on department leaders and accordingly leaders of educational establishment. From one side an educational process of physical training must be organized on all courses, except the last semester, in amount of 4 hours a week. From other – on teaching of the entire course only 4 credits are given.

School year in higher school is 35 weeks and in accordance with the program 4 hours a week –

140 hours a year. So, if to fulfil a program of studying from 4 credits, it is possible to organize lessons of physical training only in 4 semesters. Then a question of expedience of execution of order of the Department of education and science of Ukraine about organization of physical education on all courses for 4 hours a week (except the last semester) appears. At the same time the Department during accreditation of higher educational establishments goes out from the point that physical education must be an obligatory subject and must be organized in accordance with the orders of Department of education and science of Ukraine. So, the departments of physical education of all higher establishments of education are in difficult situation. Therefore, there are examples of organization of lessons of physical training on 2nd, 3d, 4th courses both for 1–2 hours a week and for 4 hours a week. It is necessary to add that the recommendations on introduction of the credit-module teaching system gives another direction of organization of physical training lessons. In practice every higher educational establishment organizes physical training lessons in its own way. In most of higher educational establishments 4 credits are taken on the physical training lessons that presents 2 courses of studying. Thus, the amount of hours is from 2 to 4 a week. Most high schools work in such conditions, although there are lots of recommendations for organization of physical training lessons that are confirmed experimentally and are considered as perspective directions of development of basic task of physical education – perfection of the state of health of students.

In recent year the module-rating system of assessment of knowledge is introduced in higher educational establishments. It is predefined by the operating 4 scored system dissatisfies either teachers or students, because there is a number of defects in its basis.

That is, it is important to input such system of analysis of educational activity of students that would assist creation of optimal conditions for professional preparation of specialists. The rating system of assessment is widely used in many countries of the world. It is not a solution to copy

it blindly, to use in our didactic field, as well as strange system of education in general, but useful is expedient to borrow.

A rating assessment of knowledge of students is the system that provides a transition from stating to accumulating status of points that is widely used in Ukraine in recent years.

The necessary condition of the rating system is its multimarking. The rating assessment of educational activity of students allows to rate students objectively by: a) preparation of recommendations for receiving by them higher education of different degrees (bachelor, specialist, master's degree), b) distribution on specialties, c) setting of bonuses and grants, d) declining of payment; e) recommendations for gradulators for further employment etc.

The assessment is made either on a certain discipline or on the semesters on the whole, courses and for the whole period of study in comparison with the other students in the group.

The rating system is based on integral estimation of results of all types of educational activity of the student, provided by a curriculum. The maximal rating in a discipline has 100 points. At the level of departments it is necessary to distinguish the system of semantic blocks and define control forms, terms of realization of control measures, number of points, that is given for learning of the material of this block (colloquiums, tests).

As in some resulting documents it is necessary to fill in mark using the 4 point system, and also taking into account a transfer of students to other establishments of education and their arrival from other institutions of higher learning, the next scale of assessment in points and traditional marks can be accepted: to 60 points – unsatisfactorily; 61–75 points – satisfactorily; 76–89 points – well; 90–100 points – perfect.

The set intervals allow more exactly estimate progress of students, excellent knowledge for which teacher fills in, for example, 100 points that means “perfect”, while knowledge that is assessed 90 points, – lower.

After the semester ending you take a total point from every discipline that is balance of the work of student. The final rating from an object consists of:

- the points, got by a student at handing over of obligatory blocks;

- results of seminars, practical and individual lessons, interviews and control tasks;

- points got for the term papers, reports, lectures, articles.

A student can earn additional points for other types of educational and scientific work, not provided by the curriculum of discipline (fulfilment of tasks of the higher level of complication, writing of reports, participating in conferences, marked by diplomas and so on).

Thus, introduction of the rating system of assessment of knowledge in the university allows to the students:

- to organize systematic, rhythmic work on the mastering of educational material;

- to estimate the state of the work from the study of discipline in every day of semester, fulfilment of all types of educational commissions;

- to amend in organization of current independent work during a semester;

- to get the objective indexes of the knowledge from the separate blocks of educational discipline and forecast a final estimation from discipline;

- to have the opportunity to get a final estimation from discipline without examination (on results of current control).

To the teachers:

- to plan an educational process from this discipline rationally;

- to control the way of learning of every student and educational group of researched material;

- to amend in organization of educational process by the results of current rating control in time;

- to estimate fulfilment of each educational commission by every student all-round and objectively;

- to determine a final estimation from discipline exactly and objectively taking into account current success and examination;

- to solve a question about possibility of the estimation without exam from disciplines (on results of the current rating) [15; 20].

The effective stage of development of the national higher education is characterized by the

modernization and reformation, sent to joining to Bolonian process with the aim to be included in European educational and scientific space. Bolonian process is the realization of structural reformation of higher education, change of the educational programs, forms and methods of studies, control and evaluation of educational achievements of student with the aim of upgrading of education, possibility of graduating students of higher educational establishments to employment at the European market of labour. This process is voluntary, multivalent, open, gradual and flexible. It is based on values of European education and culture and does not level the national features of the educational system of Ukraine. Its aim is an acceptance of comfortable and clear gradations of diplomas, degrees and qualifications, introduction of two-stage structure of higher education (a bachelor – a master's degree), use of the single system of credit units (ECTS – the European credit-transfer and heat-sink system) and appendixes to the diplomas, working out, support and development of the European standards of quality of education, removal of present barriers for the increase of mobility of students, teachers, scientists.

The European system of transfer of credits (ECTS) arose up in 1988 within the framework of the program "Erasmus" approved during 6 years by 145 institutions of higher education of the European countries. It was called to work out three problems:

- structuring of curricula of higher educational establishments of different countries with the aim of providing of their compatibility;
- expansion of possibilities for mobility of students;
- academic recognition.

One of the basic structural elements of ECTS is an educational credit that shows unit of the work executed by a student. The last includes the hours intended not only for an audience but also independent work, and also takes into account the intermediate and final forms of accounting in hours.

The fact of the obvious lack of credit technologies for today is the circumstance that giving a tool for comparison and estimation of generated

competence, they do not provide application of the system of indicators and level of educational courses. Potentially such possibilities are put in the accumulating system of test points, in the conditions of which credits can be considered: taking into account a type and level of complication of the offered courses (educational blocks, modules). The level of complication can be designated by means of the system of markers that exists in most institutions of higher education of the world. Today, unfortunately, these systems have the significantly different variant of reading.

Thus, credit points become more expedient means of assessment, if they contain information both about the level of complication of educational course (code) and about the attained results, expressed in an amount test points, i.e. carry qualitatively-quantitative character.

Efficiency of work of credit technologies in a certain measure depends on an educational model. There is an idea; that application of the credit system adapted to ECTS or passing to ECTS – compatible, automatically leads to the transmission to the module chart of construction of educational process, so as it appears most comfortable for the calculation of credit points. Due to the specific of the construction, the module system helps to avoid superfluous fragmentation of educational programme and provides optimal combination of different forms of educational process with priority of active forms of studies, independent work of students in whole develop their intellectual activity and social competence.

One of the important directions of reformation of the national educational system is development and introduction of the qualitatively new approaches to the assessment of educational achievements of students. In this context the didactic testing – an effective method of pedagogical diagnostics occupies the special place.

According to suggestion about tests, a final assessment from physical education is proposed taking into account all divisions: theoretical, methodical and physical preparedness.

The important component of physical education is pedagogical control that must agree with the maintenance of educational process. It is known that educational programmes from physical educa-

tion provide complex maintenance of educational material that, in turn, requires complex control.

Discussion. As noted by N. Sorokolit & Y. Cherpak [19; 23], in addition to assigning a grade according to a unified system of points for each completed module, a total sum is calculated that determines the applicant's place in the group rating, which also includes additional points: for participation in conferences, the presence of scientific publications, professional achievements during the applicant's work in the specialty. After studying the module, certification is provided in the form of a test, report.

The modular rating system of assessment has a compensatory nature, since the points assess not only the knowledge and skills of applicants, but also their creative abilities: activity, originality of solving the tasks, the ability to organize a group to solve them, etc. The structure of the physical education module includes: methodological and practical knowledge, participation in competitions, attendance at practical classes and lectures. Such an organization of studying the discipline "Physical Education" will be aimed, first of all, at the professional and personal development of the applicant through the development of educational and methodological support for the educational process, systematization and integration of subject and key professional competencies in the content of the discipline, expansion of interdisciplinary connections, introduction into the educational process of innovative assessment tools for current monitoring of success, intermediate and final certification of applicants. The organization of the educational process using a point-rating assessment system allows the applicant to clearly understand the system for forming grades in the discipline; to realize the need for systematic work on mastering the material based on knowledge of their current assessment in each discipline and its changes depending on the quality of mastering the material and compliance with the established deadlines for completing tasks; to timely assess the status of their work on studying the discipline, performing all types of training sessions before the start of the examination session; to acquire skills for independent planning of their educational activities.

The rating list for applicants to the main department in the subject "Physical Education" may contain different sections, which reflect mandatory and variable components. The condition for completing the educational section is to attend 90% of classes or prepare and participate in competitions, which are counted as attending practical classes only if the tests of sports and technical training are successfully passed, according to the thematic plan for the current semester. We share this point of view.

Conclusion. The analysis of assessment of educational activity of students must be held with the observance of certain pedagogical requirements (principles): the development according to the plan, systematic character and system, objectivity, openness, economy, theme, taking into account the individual possibilities of students, unity of requirements, taking into account national standards of maintenance of education in accordance with qualifying descriptions of specialties. Depending on a didactic aim they use different types of control of the studies: diagnostic, preventively-cautionary, current, repeated, periodic, thematic, result.

The dynamics of changes that takes place in the modern world requires changes in approaches to assessment of educational achievements of students. Determination of level of educational progress of students is especially important as educational activity as a result must not only give to the person luggage of knowledge, abilities or skills, but also form the level of competence.

The effective stage of development of national higher education is characterized by the modernization and reformation, sent to joining to Bolonian process with the aim to be included in European educational and scientific space.

Theoretically and methodological preparation of students on physical education lessons must be examined as an original base for the increase of technical, tactical and psychological preparedness. Acquired theoretical and methodical knowledge allows the student to estimate social meaningfulness of physical education and sport correctly, to understand objective conformities of physical education as the pedagogical phenomenon, to treat the lessons and tasks of the teacher

consciously, to demonstrate independence and creativity on the lessons and competitions.

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Conflict of interest

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