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## **FEATURES OF THE ORGANIZATION OF CONTROL AND EVALUATION OF EDUCATIONAL ACHIEVEMENTS OF PUPILS IN THE CONDITIONS OF THE COMPETENCE APPROACH**

***Summary.** Theses consider the peculiarities of the organization of control and evaluation of students' academic achievements in terms of competence approach. It is noted that in assessing student achievement should follow such methodological requirements as: objectivity; systematicity; independence of the student in the task, taking into account individual characteristics, encouraging students to improve their learning outcomes.*

***Keywords:** competence approach, monitoring and evaluation of students' academic achievements, subject competencies.*

The introduction of competency-based history teaching requires a special approach to the organization of control and evaluation of students' learning activities. The main unit of assessment of students' academic achievements in history is the educational topic (in the updated program – section). Thematic examination and ongoing assessment of students' subject competencies in history should be mandatory. As noted by V. Vlasov, setting thematic assessments only on current issues calls into question the logical conclusion of the learning process, as it does not allow to correlate the learning outcomes with the planned goals, makes it impossible to correct students' knowledge, skills [3]. At the same time, the results of the current evaluation cannot be ignored.

Monitoring and evaluation of students' academic achievements in terms of the competence approach plays a number of functions: 1) motivational (stimulating) stimulates the student's educational and research activities and motivates him to greater results; 2) informative – informs about the degree of success of the student in achieving educational standards, mastery of knowledge, skills and methods of activity, development of abilities; 3) diagnostic – indicates the reasons for certain learning outcomes of the student;

4) educational – forms self-awareness and adequate self-esteem of the student's educational activities; 5) corrective-orientation – directs the student to eliminate certain gaps in knowledge [2; 6].

When assessing the academic achievements of students one should follow such methodological requirements as: objectivity; systematicity; independence of the student in the task, taking into account individual characteristics, encouraging students to improve their learning outcomes [4; 5].

Implementation of the competence approach in the organization of control and assessment of students' academic achievements, according to methodologists, should be based on the following principles [1-6]:

1) the teacher should systematically use techniques aimed at making students aware of the competency components of the learning objectives, emphasizing the expected results of the lesson and the results achieved;

2) the educational goals of each lesson and control tasks should be formulated in accordance with the program requirements of general education of students in subject competencies;

3) from lesson to lesson exercises and tasks for the formation of a certain subject competence should be complicated, deepening and improving the skills of students in accordance with the educational purpose;

4) corrective work should be as individualized as possible and provide for the improvement of the skills of each student in a particular subject competence;

5) it is appropriate to take into account the results individually in each lesson in accordance with the subject competence, during the derivation of the thematic score it is necessary to take into account the grades for all subject competencies.

According to K. Bakhanov [1], competence-oriented approach to assessing students' learning achievements in history, provides a clearer definition of the range of intellectual and special skills and accordingly the development of the system of tasks aimed at their development. Such tasks can be used during teaching and thematic assessment and their independent implementation will determine and assess the level of students' achievements. The researcher combined such tasks into six groups, each of which is aimed at identifying

students' level: general intellectual skills (highlight, analyze, summarize, etc.), completeness, depth and system of knowledge, gaining experience of creative activity; ability to navigate in time (localize historical events in time); ability to navigate in historical space (localize events in space); ability to compare historical phenomena, events and people, to identify changes that have occurred; ability to identify cause-and-effect relationships between historical events, phenomena and processes; ability to analyze historical sources.

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