tively use and develop these tools by the teachers themselves, which determines the necessary connections of structural components models in the interests of achieving the goal of formation of readiness.

The model is focused on a specific goal – the formation of teachers' readiness for the development and use of electronic learning tools in their professional activities and consists of blocks: targeted, meaningful, organizational and productive.

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Self-assessment of knowledge by students in the module-rating education system

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Annotation:

The technology of the modular-rating system of education is considered, the element of which is the self-assessment of the results of educational activity. It is shown that the use of the scoring system contributes to a more rhythmic work of the student.

The modular rating technology of education is an active technology that includes the modular construction of the discipline, the cyclic organization of the educational process, level training, the rating system for assessing the results of educational activities and student learning, carried out by the test method, the absence of traditional credit and examination sessions. With the module-rating technology for assessing student achievements, we understand the design and implementation of the educational process in practice through the division of subject material into diagnostic modules, monitoring and evaluating student achievements based on the rating.

The module in accordance with the purpose (information, comparative, problematic, control, etc.) includes didactic units of the studied discipline, the algorithm of work. The complex didactic goal of the module determines not only the amount of knowledge, but also the level of their assimilation.

Control in the module-rating technology is designed to stimulate the cognitive activity of students, corresponding to their individual characteristics, and allows you to differentiate the level of training. Students who complete the tasks of each module successfully complete the training. The results of the study of the subject by each student in all blocks are recorded by the teacher. The data obtained are taken into account in the final control of knowledge. The form of assessing the results of the student's work is a point system.

When performing practical tasks that are developed in accordance with the curriculum, it is necessary to provide for the possibility of self-assessment of the results of educational activities.

Let's consider this possibility using the example of organizing classes in the discipline "Industrial training". Each practical work contains the topic of the practical lesson, the purpose and order of the work, the expected result, the task. In addition to information on technology and organization of work, contains information on safety, about whenreplaceable machines and fixtures, tools and materials, includes recommendations for self-control of the quality of work performed. Depending on the content, they can be performed by students frontally or individually.

In this case, the student himself checks his skills in points. A student receives a mark for each practical work after its completion and presentation of the results of self-assessment for the lesson. An evaluation sheet for a lesson can be built according to the proposed system (Table 1).

Table 1 – Evaluation sheet for the lesson of industrial training on the topic "Preparation of tools and devices for work"

Evaluation criteria	Total points
Workplace organization	**6**
– tools and fixtures are selected taking into account the type of technological operations	2
– the workplace is organized rationally	2
– there are no violations (use of the tool for other purposes)	2
Safety Compliance	**6**
– the presence of overalls, headgear and rubber gloves	2
– works as a good tool	2
– observes work discipline	2

The end of table 1

Evaluation criteria	Total points
Compliance with the technological process	**6**
– detection of surface defects	2
– removal of protruding places; sealing cavities with mortar; notch of shallow grooves	2
– application of leveling mortar	2
Compliance with the norm of time	**6**
– 100 % completed work	6
– 70 % completed work	4
– 50 % completed work	2
The quality of work performed	**6**
– surfaces prepared for cladding do not have efflorescence and grease stains	2
– surfaces prepared for cladding do not have deviations from the vertical of more than 3 mm per 1 m of height	2
– surfaces prepared for cladding do not have irregularities in the form of protrusions and recesses of more than 15 mm	2
Cleanliness of the workplace during and after work	**6**
– timely remove debris from the floor during work	2
– tools are cleaned and stored after work is completed	2
– overalls put away in the closet	2
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The following evaluation scale for a five-point grading system is proposed:

– mark "5" from 31 to 36 points (91–100 %);
– mark "4" from 27 to 30 points (81–90 %);
– mark "3" from 21 to 26 points (71–80 %);
– less than 20 points - the task is considered failed.

Thus, the use of the scoring system contributes to a more rhythmic work of the student, and also activates the cognitive activity of students by stimulating creative activity.