



## CONTROL FUNCTIONS AND TASKS

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### ABSTRACT

*This article will provide information about control functions and functions. In the educational process, as its organic component, it performs certain functions, affects both the activity of the student and the activity of the educator. These functions are very diverse and multidimensional. They, being a component of the learning process, are classified according to the role they play in this process in relation to the activities of the teacher and students. In this article we will provide wide information about control functions and its purpose*

**KEY WORDS:** *Control functions, motivational-stimulating function, managerial function, evaluative function, generalizing function, developing unction, educational function.*

The study of control functions shows which specific pedagogical tasks are implemented in the learning process with the help of control. The control of knowledge, skills and abilities performs the following functions in the learning process: verification, training, diagnosing, correcting, managerial, motivational-stimulating, evaluative, generalizing, educational, developing. Let's focus in detail on each of the above-mentioned functions.

The verification function is the most important and specific. It implements quality control of the tasks set, that is, achieving a certain level of foreign language skills and skills of mastering a certain amount of knowledge. The evaluation function covers and reflects various aspects of control as a component of the pedagogical process. The evaluation function of control carries a great educational load, it contains an incentive, under the influence of which students form not only an aspiration, a motive for cognition, but also a desire to be good and not to be bad.

It can be noted here that educational authorities are also interested in evaluating the activities of students, who judge the teacher's activities by it. From the evaluation arsenal, the teacher mainly uses a mark as the main tool – a score.

Some scientists (R.K. Minyar-Beloruhev, A.P.Starkov and others) distinguish a motivational-stimulating function, one of the tasks of which is to create positive motives for learning, in our case – in mastering a foreign language. Control can significantly increase interest in the study of this subject. This position is due to the fact that control creates a certain emotional control in the lesson, helping, as a reinforcement and incentive, each student to see their successes, their progress [4, 53]. From the perspective of evaluation and motivational-stimulating functions, control serves as a way, first of all, to detect the achievements and successes of schoolchildren.

The so-called "pure control", which establishes the degree of correlation of educational activity with the standard only with the help of a mark, will not perform its motivational and stimulating function, since the evaluation of the results of control contains a stimulus under the influence of which the cognitive interests of the trainees are formed, the desire, the motive for cognition and at the same time the desire to be a person, causing respect.

Properly organized control serves both the purposes of verification and the purposes of training. Therefore, the training function is an important purpose of control. During the performance of control tasks, the repetition and consolidation, improvement of previously acquired knowledge occurs by clarifying and supplementing them. Students rethink and summarize the material they have passed, use knowledge in practical activities.

Especially closely connected are the control and training of receptive types of speech activity in reading and listening. Most of the tasks and texts in books for reading, which are of a teaching nature, are formed as control knowledge. The material of any exercise and tasks for it, assuming the external role of students, are at the same time the object base of both training and control [1, 67].

The researcher has repeatedly pointed out the learning function of control and noted that the system of controlling knowledge synthesizes previously learned material and acquired skills, ensures their repetition and consolidation. The student, in addition to training in communication or action with language material, acquires language experience, an important source of improving speech skills and abilities.

The correcting function is implemented as follows. The teacher identifies the level of formation of skills and abilities of students and, if necessary, makes certain adjustments to teaching techniques if he believes that the techniques he used are not



effective enough to achieve the goal. In the future, the teacher needs to make sure that the correction has had a positive effect. The process and results of the control are very important for improving the teacher's work. Corrective activities should be carried out systematically, since it is systematic that affects the effectiveness of corrective activities.

The diagnostic function consists in identifying the level of knowledge, skills, habitual actions, and assessing real behavior. The essence of this function is manifested in the ability to diagnose learning, to determine the existing level of students' proficiency in foreign language skills and abilities at a specific stage of training, thereby revealing the success or failure of the teaching, and depending on the results found, to build further training activities.

Mastering a foreign language by students is a process of gradual and systematic formation of foreign language skills and abilities, acquisition of knowledge. During this process, the level of these skills changes. In this case, the control helps to identify these problems, eliminate the cause of their occurrence and at the same time diagnose the difficulties experienced by students [2, 15].

The control procedure should not be difficult and tedious for students. It should be extremely simple and focused on a single operation. Only in this case the control results will have diagnostic value. Both the teacher and the student in this case get a fairly clear definite idea of how effectively they worked today, whether there is a shift relative to "yesterday", what is the starting point for "tomorrow".

The generalizing function is also highlighted. This function consists in the fact that the control allows you to identify the degree of proficiency in foreign language speech skills and abilities at the end of studying a certain topic. The managerial activity of the teacher should ensure the process of mastering language material and speech skills. But it is realized only when all the links in the learning process interact according to optimal parameters.

The developing control function is very important. It provides great opportunities for the development of the student's personality, the formation of his cognitive characteristics. The developing function of control is especially enhanced when such techniques are used in which the controlled activity is carried out in the process of solving certain mental tasks.

Control also solves the educational function. She has the opportunity to constantly encourage students to improve their knowledge and skills, to develop objective self-assessment judgments [4,13-19]. The analysis of control functions shows their dependence on the goals and objectives of control. Control by your own means, first of all by your tasks, should contribute to the implementation of learning objectives, therefore, the purpose of control in a certain way is adequate to the learning goals. Control is a component of the pedagogical process, which means that the learning goals should be reflected in the control goals. It can be assumed that control contributes to the realization of intermediate and final learning goals [3, 16].

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