

## **METHODS OF ONLINE ASSESMENT STRATEGY OF THE LEARNING PROGRESS OF THE HIGH SCHOOL STUDENTS**

**Neustroieva, G.O.<sup>1</sup>, Ponomarenko, N.V.<sup>1</sup>, Hromov Vadym<sup>2</sup>**

**<sup>1</sup>National Technical University «Kharkiv Polytechnic Institute», Kharkiv**

**<sup>2</sup>V.N. Karazin Kharkiv National University, Kharkiv**

This paper considers the problem of online assessment strategy of the learning progress of the high school students. Up to now, various researchers are concerned about the assessment systems that are effective for monitoring the progress of education. The quality, efficiency, stability and effectiveness of control in the educational process depend on the following components:

- compliance with control requirements for the quality, state and results of the activities of a modern educational institution;
- correspondence of the nature and content of the control to the functions of the administrative activity of the educational institution;
- corresponding control and pedagogical analysis to the directions of educational institution activity;
- definition of goals, tasks, functions, content, forms and methods of implementation of control.
- the effectiveness of using modern technologies and innovations in the process of control;
- the ability of managers to carry out structuring, modeling and the necessary correction of control;
- the influence of control on the professional formation of the teacher's personality; The result of the interaction of these components is a new, higher level of education quality, its effectiveness, objectivity, consistency and effectiveness, which are the problem of education quality in modern higher education.

New technologies for the implementation of control, innovative transformations of the process of its implementation, development of new forms, methods and criteria of modern control make up the process of modernization of education.

Therefore, when trying to change the existing evaluation system, it is necessary to look for solutions related to the selection of new quality criteria adequate for modern school education, and in this context, testing is the most objective system of monitoring student achievement. The reliability indicator testifies to the validity, reliability, objectivity and consistency of the results of these measurements.

A test that measures the progress of the abilities will be considered valid. Validity will determine the legality of interpretation of test results. It is obvious that the use of a certain test for different purposes will consider it invalid.

The theoretical analysis of conceptual approaches to assessing the quality of foreign language learning allows us to identify control tasks that are solved with the help of various tests. In practical activities, teachers often have to meet with the tests of the first group, which measure the general skills or achievements of a certain level in the speech activity of students.