

PHILOSOPHY

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AUDITOR FEEDBACK SYSTEMS IN WORKING WITH STUDENTS

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Abstract

This article examines the possibilities of feedback systems (ASOS) and the conditions for their effective application in the lecture work of the teacher of the Ural State Pedagogical University (the city of Yekaterinburg). A study was conducted to identify the didactic and technical capabilities of feedback auditor systems. In this study, 4 teachers and 70 students of the Ural State Pedagogical University took part.

Keywords: Classroom-based feedback systems, remote system polling, wireless remote, rapid audience survey, philosophical problems of interactive psychological experiments.

Auditor feedback systems are a rather rare phenomenon in pedagogical practice. Firstly, because of technical complexity in the organization of the educational process, and, secondly, - the application of these systems requires the university to significant financial costs.

Any teacher of the university needs feedback from the student audience. Usually the teacher, in the course of lecture material, identifies and assesses the students' learning of the training material with questions: "Is it clear?", "What questions are there?» Etc.

In modern pedagogical practice, interactive educational technologies are actively used. These technologies just show that simple "verbal interviews with the student audience" do not reflect a real understanding of the students' educational material.

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Auditor feedback systems are actively used in educational institutions of the USA and Israel [6, 11]. But in the universities of Russia the experience of using these systems is much rarer.

Auditor systems are "wireless devices" that can be used in large student audiences. For the first time these systems appeared in the 90s in the USA. A feature of these systems is their ability to remotely communicate with the teacher's computer and wireless student consoles.

In the literature they were called the response system (or distant response system), which translates as (remote) survey systems. These systems allow for an operative survey of the audience. And the results of the poll instantly "appear" in the teacher's computer. In Russia, the introduction of operational questionnaire systems into education in the 90s of the XX century.

Another feature of the operational systems for interviewing a student audience is the "wireless control panel", which is a device with one or more buttons for recording the student's response and sending a signal to the teacher's computer.

In the United States, such devices have received the unofficial name "clicker". This term is used in everyday Russian as a "clicker". Modern "clickers" are a liquid crystal screen and independent memory, which allows not only transmitting the answers in the form of alphanumeric expressions, but also storing them in memory for later use.

The project was implemented in the training practice of the Ural State Pedagogical University (Yekaterinburg) thanks to the Office of Informatization of the Urals State University (pro-rector Starichenko BE). At present, in the teaching practice of the Ural State Pedagogical University, the ACSU is used in its work with students.

Egorov A.N. - the author of the research actively implemented this project in the practice of the Ural State Pedagogical University and was a technical assistant during the spring semester of the 2011/11 academic year. The four teachers of the Ural State Pedagogical University for the preparation and conduct of lectures using clickers. Auditor feedback systems were used in lectures on humanities and science disciplines (philosophy, pedagogy, psychology, physics, chemistry, etc.).

The lecture material included various questions for feedback from students:

- "problematic issues", which revealed the opinions of the student audience;
- check questions after the end of lecture material;
- Specific questions for humanitarian disciplines (philosophical tasks for the discipline "Philosophy", interactive psychological experiments for the discipline "Psychology").

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In order to identify the opinion of teachers and students of the Ural State Pedagogical University about the technical and didactic capabilities of the feedback auditor system, a survey of students and a survey among teachers was conducted. 70 students participated in the survey, and 4 teachers participated in the survey.

We present the results of a questionnaire survey of students and a survey among teachers to assess the "didactic merit of the ASOC" [3, 135-141].

Student questioning.

1. Do you consider it appropriate and useful to use "clicks" in lectures?

71.8% yes, of course;

21,1% - yes, mainly on humanitarian disciplines;

2.8% - yes, mainly in the natural sciences;

4.3% - no, it is not necessary at all.

2. Arrange, in order of importance, the pedagogical capabilities of the "clicker" (10 is the most important, 1 is the least important). The average scores for all respondents (scores) were as follows:

6.4 - ensuring the involvement of each student in the course of the presentation;

6.2 - operative feedback of the teacher and the audience;

5.8 - use of active forms, methods, methods of teaching by the teacher;

5.7 - instantaneous processing and output of survey results to the screen;

5.6 - verification of the assimilation of new material;

5.4 - development of analytical thinking;

5.3 - formation of skills for scientific discussion;

5.2 - accumulation, storage and processing of individual and group survey results;

5,0 - anonymous character of the survey;

4.2-attendance control.

3. To what extent does the use of "clickers" by the teacher help to activate your work in lectures?

53.5% - yes, it activates noticeably;

43.7% - yes, when discussing certain problem issues;

2.8% - does not promote activation.

4. Is it important for you to immediately receive an evaluation of your answer?

63.4% - yes, it is very important;

19.7% - yes, if the answer is correct;

9.9% - no, I am disappointed by my mistaken answers;

7.0% - I do not care about the score, if it is not taken into account in the progress report.

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5. In your opinion, can the result of general voting influence the further construction of the lecture by the teacher?

39.4% - yes, it should be so;

52.1% - yes, in case of questions with ambiguous answers;

5.6% - this is undesirable, because there is a deviation from the plan of the lecture;

2.9% - the plan of lecture cannot be retreated - voting should not influence the course of the lecture.

Poll of teachers:

1. Arrange in order of importance the possibility of "clickers" (10 - the most important, 1 - the least important). The average scores for all respondents (scores) were as follows:

8.8 - use of active forms, methods, methods of teaching by the teacher;

8.5 - ensuring the involvement of each student in the course of the presentation;

8.3 - operative feedback of the teacher to the audience;

7.8 - instant processing and output of survey results to the screen;

5.8 - development of analytical thinking;

4.8 - verification of assimilation of new material;

4.5 - formation of skills for scientific discussion;

3.0 - attendance control;

2.5 - anonymous character of the interview;

1.3 - accumulation, storage and processing of individual and group survey results.

2. Have you had any technological difficulties in preparing presentation materials using clickers?

25.0% - yes, with software;

25.0% - yes, in the structure of the lecture;

100.0% - yes, in the formulation of problematic issues;

0,0% - no, there were no special difficulties.

3. Do the "clickers" expand the methodical capabilities of the teacher when reading the lecture?

75.0% - yes, certainly;

25.0% - yes, in some respects;

0.0% - no.

4. Do you agree that the use of "clickers" enhances the teacher's ability to manage the course of the lecture?

75.0% - yes, certainly;

25.0% - yes, in some respects;

0.0% - no.

5. What effects do you associate with the use of "clickers"?

0.0% increase in attendance;

75.0% - revitalization of students;

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25.0% - increased interest in discipline;
100,0% - fascinating, creative atmosphere at the lecture;
75.0% - involvement of each student in the course of presentation;
75.0% - the emergence of scientific discussions in the audience.
6. Do you plan to use "clickers" in the future?
75.0% - yes, certainly;
25.0% is possible;
0.0% - no.

7. In what do you see the main difference between the preparation for the lecture and the "clicker" from the traditional one?

50,0% - non-linear nature of presentation (the course of the lecture depends on the results of the survey);
75.0% - the need to prepare problematic issues;
75,0% - active work with the audience;
50,0% - the need for free possession of the material by the teacher;
25.0% - the need for processing the content of the lecture.

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