

ANALYSIS OF THE EDUCATIONAL PROCESS AND DETERMINATION OF INDICATORS AFFECTING THE SUCCESS OF STUDENTS' STUDIES

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ABSTRACT

In the learning process, teachers have to look for and apply various methods of communicating information to students, according to the curriculum. There are various psychotypes of students who need to be approached and involved in the learning process. Sometimes you have to work with students who are not interested in the subject or the learning process. This is expressed in ignoring the appeals, demands and requests of the teacher.

Keywords: Analysis of the educational process, semester, academic performance, scores.

Relevance of the research: Improving the quality of the educational process.

The purpose of research: Analysis of the educational process.

Research Methods

The analysis of the educational process of 2 groups (let's call them A and B) during the 2nd semester at the university was carried out.

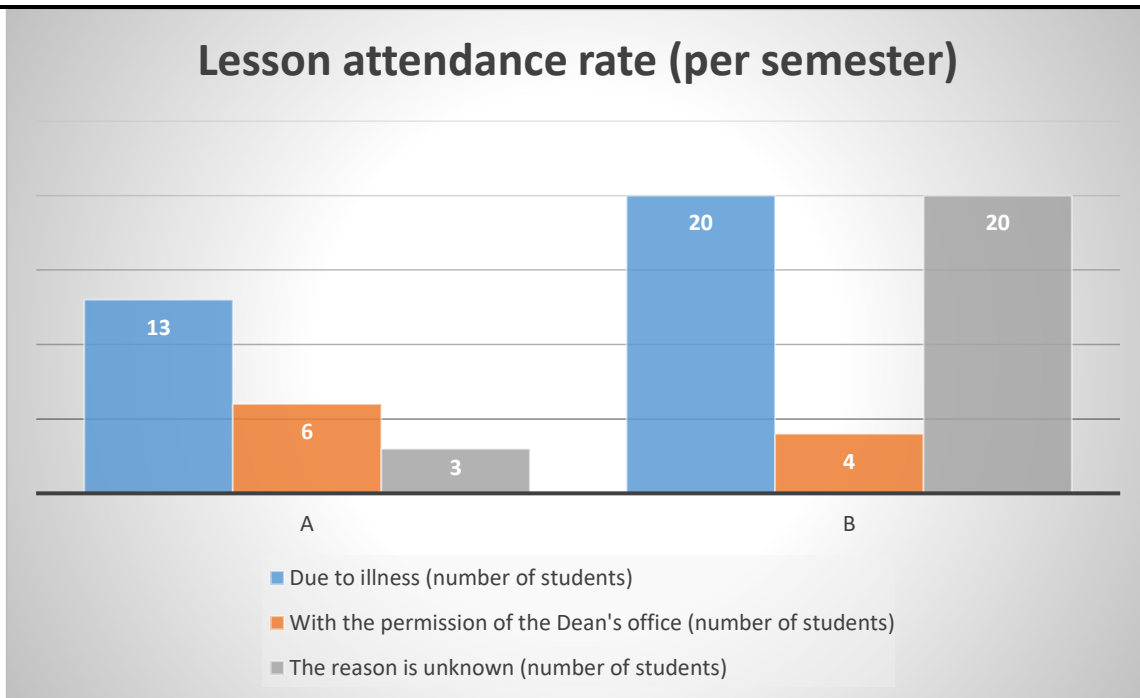
Students of group A actively attended classes, fulfilled the requirements and requests of the teacher, actively listened to the theoretical part, performed practical tasks, solved tests, etc.

Students of group B, on the contrary, attended classes reluctantly, ignored the teacher's requests, did not pay attention to the theoretical part, passively performed practical tasks, etc. To assess the knowledge of the subject, the teacher had to ask students to solve test tasks.

At the end of the semester, an analysis of the academic performance of students of both groups was carried out.

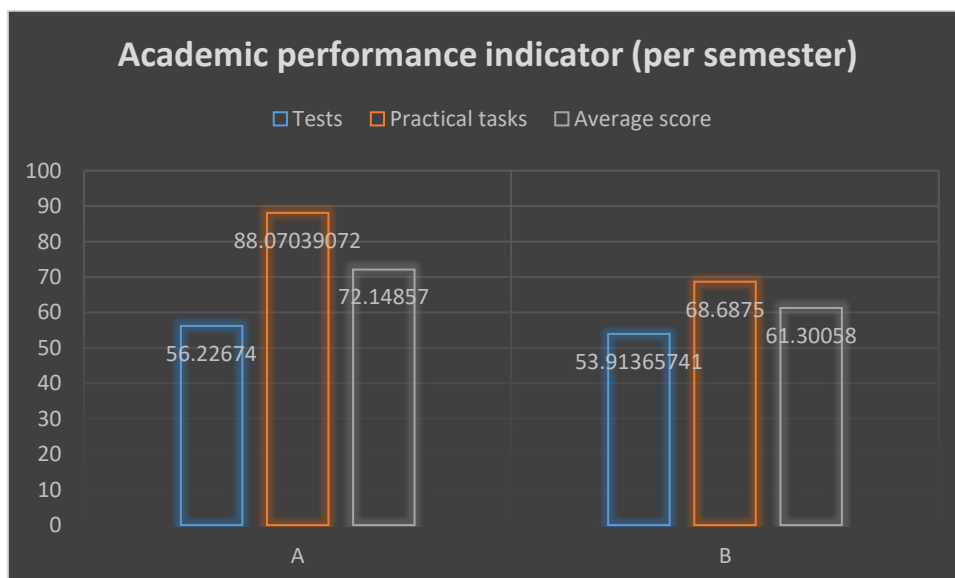
1. Lesson attendance rate (per semester)

Group name/ The reason for absence from the lesson	Due to illness (number of students)	With the permission of the Dean's office (number of students)	The reason is unknown (number of students)
A	13	6	3
B	20	4	20



2. Academic performance indicator (per semester)

Group name/ Points for training (max.=100 points)	Tests	Practical tasks	Average score
A	56,22674	88,07039072	72,14857
B	53,91365741	68,6875	61,30058



As can be seen on the indicators of academic performance for the semester, the average test result for the groups is practically the same. Active participation in the lessons and consistent performance of practical tasks allowed Group L to get ahead and score a higher average score.

Conclusions

Active attendance of training sessions and consistent performance of practical tasks leads to higher scores in the classroom. Naturally, this will affect the receipt of the best scholarship, the best grades in the diploma, the best knowledge and skills in the subject and higher chances of employment.

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