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## EFFICIENCY OF INTERNAL QUALITY CONTROL TRAINING AT THE DEPARTMENT SURGICAL

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**Introduction.** Monitoring in education – comprehensive analytical monitoring of the processes that determine the quantitative and qualitative changes in the quality of education, the result of which is to establish the extent to measurable educational outcomes environment for their achievement and ensuring public demands for quality education [1, 2, 3]. Therefore, the organization and provision of internal monitoring of the quality of education is the major problem that arises among heads of departments and academic units.

**Main part.** Monitoring is a systematic process of tracking learning process; data is used to correct the educational process. In carrying out the monitoring necessary to take into account the specificity of the subject being studied, and the individual characteristics of each student. The disadvantages of the current system of evaluation are: 1) evaluation procedure is subjective, as the levels of recruitment contingent of students significantly affect the assessment; 2) the evaluation procedure is ascertaining the nature, «not learned the material» – was «unsatisfactory», «learned» – a positive assessment, 3) results individual student results are evaluated against the background of the group. In order to become a real factor in monitoring management, it should take into account a number of requirements that must satisfy information: completeness, accuracy, precision, modernity, accessibility, continuity, structuring and specificity for each level of monitoring. The accumulated experience with students at the department of surgical indicates that quality control and organization of educational process achieves its objectives and fulfill the corresponding functions, subject to a number of mandatory guidelines. The main component of internal monitoring is systematic and objective. The Department of Surgery № 2 student survey conducted 100 % on each session; the results reflect the real situation of each student interpersonal factor “teacher-student” minimized. Also, the main components of internal monitoring are efficiency and availability of information. All operational information stored in the computer

case (introduction of “electronic magazine”) and duplicated on paper (“Journal of the success of the academic group”). Such systematic monitoring of learning outcomes based diagnostics ensure timely detection “real” results of the knowledge of the students and their possible correction of the head and the head teacher of the department by attending classes in groups to identify the level of professional competence of teachers. Students 6th year in each class have the opportunity to gather with the teacher on the topics of issues that made for a licensed exam Step-2. At the end of semester students take the tests for determining the degree of compliance of their knowledge of a particular level of educational standards.

**Conclusion.** Teaching is about monitoring in order to obtain a holistic view of the student’s actual knowledge and the formation of his personality. Widespread implementation of internal control enables a comprehensive approach to the study of the quality of student learning, and to establish the causes of poor educational performance, educational and cultural competence.

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