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DIAGNOSTIC TESTS MUSICAL-PERFORMING STUDENTS' KNOWLEDGE

The article discloses a technique for developing diagnostic tests for the Performing knowledge of students as an example of discipline «The primary musical instrument (piano)». Determined that musical performance skills that are required of future music teachers is difficult to formulate in the form of concepts, definitions and rules, so the question of their diagnosis with test technology is not compromised. It is proved by the introduction of subject «The primary musical instrument (piano)» testing student's performing knowledge, will help diagnose and monitor both the teachers and the students themselves the level of learning and, consequently, will identify gaps in knowledge that will contribute to the conscious performance of musical compositions, as well as promote objectivity in assessing the progress of students in the performing disciplines. The basic of the tests were as follows: (1) the standard of higher education in the specialty 6. 010100 Pedagogy and methodology of secondary education. Music, educational qualification level «bachelor»; (2) applying a systematic approach for sequential administration performing knowledge in the training material for the performing knowledge of the appropriate discipline.

During implementation, the techniques have been studied: the content standard for this discipline; curricula of various universities in the discipline; made an examination of the educational program, suggesting the importance of meaningful assessment of each issue; composed specification test the projected difficulty of test items, as well as the future of content validity of the test; developed test items on the basis of the structural elements of the educational program. To determine the content validity of the didactic content of the standard test, as well as the corresponding content of the curriculum in the form of basic sections and topics were drawn up in the form of expertise form. After compiling form, experts have identified a combined weighting of individual issues of the

curriculum. To compile the tests were selected the most important issues of content.