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TECHNOLOGIES OF CRITERIA-BASED ASSESSMENT OF STUDENTS ' KNOWLEDGE OF THE ENGLISH LANGUAGE AT THE UNIVERSITY

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Abstract. As you know, an important role in learning is played by the assessment system as a stimulating and corrective factor of student achievement. In the process of modernization of Kazakhstan's education, the professional community faces numerous problems. One of them is the lack of a reliable assessment system and, as a result, the need to create a transparent, valid technology for assessing the quality of education at the university. This article describes the process of using criteria-based assessment in English lessons. This technique has become widely implemented in the educational process. This method is based on the method of criteria-based assessment. The use of criteria is an important aspect of evaluating a student's academic achievements. The university teacher has an important task to implement criteria-based assessment in the educational process. One of the most difficult and important tasks is to create clear and understandable evaluation criteria. The use of criteria-based assessment will help the teacher to correctly and fairly assess the achievements of students.

Key words: criteria-based assessment, criteria-based approach, educational achievements, summative assessment, formative assessment, educational organization.

In Kazakhstan, due to the modernization of the educational process in secondary schools, much attention has been paid to the problem of training future teaching staff. Since at the moment there is a process of updating the content of secondary education and it is moving to a new stage of development and modernization, there is no doubt that these processes have also affected many aspects of the development of higher education. This particularly affected the educational process of training specialists in such educational programs that correspond to the pedagogical profile of training future specialists [1].

Special attention is now being paid to the assessment of students ' academic achievements. The main difference between the modern educational process is the introduction of criteria-based assessment methods and the rejection of the traditional system of evaluating students ' academic achievements. The main aspects of this methodology were borrowed from teachers from the University of Cambridge during the development of level programs for advanced training of teachers from Kazakhstan. The content of the level programs is aimed at creating a creative-minded teacher who is able to research their teaching activities in order to improve them, as well as to develop innovative teaching methods and teachings. All these measures resulted in changes in the assessment system.

Autonomous educational organization "Nazarbayev Intellectual Schools". Since 2016, this concept has been implemented in all secondary schools in Kazakhstan. The concept of criteria-based assessment is a process that is based on comparing students' achievements with clearly defined, collectively developed, known in advance to all participants of the educational process criteria consistent with the aims and content of education, which promotes formation of educational competence of students [2].

The introduction of the criteria assessment system also affected the educational process at the university. Future teachers who will work in schools in Kazakhstan are trained in pedagogical specialties. It is important that students should know all the innovations that have affected the educational process at school. It is absolutely necessary to modernize the educational process at the university in accordance with all the changes that exist in secondary education. This is especially true for changing the system of evaluating students' academic achievements. Even now, university teachers have included in their working curricula the developed criteria for evaluating various aspects of educational activities in each academic discipline.

At this stage, it is necessary to familiarize future teachers with all aspects of the modernization of secondary education, since they will need this knowledge during the period of teaching practice, as well as in further work. It is especially necessary to introduce a system of criteria-based assessment at the university, as this will help students to freely navigate the educational process and facilitate their understanding of all aspects of this type of assessment. Familiarization with the system of criteria-based assessment can be carried out in the academic disciplines of the methodological cycle. Here you can familiarize students with the main aspects of criteria-based assessment, teach them how to correctly compose criteria and descriptors for different types of educational activities. This work is extremely important, as it prepares students for future teaching activities.

It is also necessary to implement a system of criteria-based assessment in all practical and lecture classes at the university. This will contribute to a better understanding and application of this type of assessment by students. Each teacher should develop criteria and descriptors for each type of activity within the framework of their disciplines. That is, students will get acquainted with this system not only theoretically, but also practically. Students can also be involved in the development of criteria, not only in preparation for the disciplines of the methodological cycle, but also in practical classes. This type of activity will provide a good practical preparation of students for work in the school. They will learn to understand and understand the criteria in their practical classes, and in the future, in practice, they will be able to apply this knowledge to develop criteria for conducting training sessions within the framework of the practice.

The system of criteria-based assessment includes such types as: formative assessment, summative assessment and diagnostic assessment. Formative assessment is also called "assessment for learning". The concept of "Assessment for learning" gained its fame in 1999 after the publication of a brochure of the same name, authored by academics from the United Kingdom, working together since 1989. They set themselves the goal of preparing materials to inform teachers and developers of the methods.

The work of these scientists was based on the works of P. Black and D. William, who noted that the improvement of learning outcomes will depend on five main parameters:

- 1) effective feedback from the teacher to the students; active involvement of students in the process of their own teaching;
- 2) taking into account the results obtained during the assessment in teaching;
- 3) understanding how students' motivation and self-esteem depend on the assessment;
- 4) students' ability to self-evaluate [3, p. 35].

The purpose of formative assessment is to adjust the activities of the teacher and students in the learning process. Activity adjustment involves setting tasks by the teacher, or together with students to improve learning outcomes. Formative assessment allows the teacher to track the progress of students towards the goals of their teaching and helps them to adjust the learning process at an early stage, and the student to realize a greater degree of responsibility for their education. This type of assessment has also been present in the university for a long time in the form of an ongoing assessment, but this assessment only recorded whether the student knows or does not know a particular amount of knowledge. This approach does not correspond to the principles of formative assessment.

In this type of assessment, feedback must be provided to ensure progress in learning. The structure of the formative assessment includes such items as: determination of training goals and success criteria, identification of training evidence, interpretation of evidence, identification of gaps in training, feedback. Teachers should be guided by the following principles of formative assessment: significance, adequacy and fairness, integration, openness, accessibility and goodwill [4, p. 45-46].

In the classroom at the university, you can apply all the principles of formative assessment. The teacher needs to adjust their activities within this type of assessment. The joint development of criteria and descriptors will help to establish a positive atmosphere in the classroom. In English lessons, different types of activities are used, such as speaking, writing, listening, and reading. Criteria and descriptors should be developed for each of these types. The teacher should adhere to the following plan: it is necessary to declare the purpose of the lesson, ask each student to offer their own assessment criteria, arrange all the proposed criteria of their degree of importance, and choose the most priority ones. Familiarization with the criteria should be carried out before completing each task.

For all types of activities, it is necessary to create clear and understandable criteria, since the success of the task depends on it.

When assessment information is used solely to judge the level of competence, it is a summative assessment. The purpose of summative assessment is to state the level of knowledge and competence formation of students by a certain period of time and to determine whether the results obtained meet the requirements of the standard. The existing practice of summative assessment involves carrying out various types of control and verification work. This type of assessment has also always taken place in the educational process of the university. At the end of each semester, a final control was conducted in all academic disciplines, and after each training module, various final control works were conducted for the development of the acquired knowledge. To implement summative assessment in English lessons at the university, it is necessary to develop clear criteria for each discipline for the final assessment. Summative evaluation can be internal and external. Internal summative assessment-determination of the level of formation of knowledge and learning skills at the end of the study of the block of educational information. External summative assessment-determination of the level of formation of knowledge and learning skills at the end of the training level. Before each summative assessment, the student must know the criteria so that he can evaluate his own level and after completing this work, he will be able to evaluate himself and draw conclusions. Summative assessment in English lessons covers different types of activities. As a rule, the final control is presented in the form of a combined exam. The teacher should draw up clear criteria for all types of activities, so that the student understands the level of his educational achievements at the final control.

For the effective implementation of formative assessment in the university, it is necessary to use various methods and techniques. Formative assessment is carried out according to two schemes: the scheme of holistic assessment is a high-speed assessment, assessment

in a short time, in the general form of the level of development of the student by evaluating separately from each other the abilities defined by the goals of the learning process. Analytical assessment is the consistent tracking and evaluation over a certain long period of time of the specific abilities provided for students.

In English lessons, teachers in universities most often use such types of work as: discussion, case-study, insert technology, writing essays, working in groups, self-assessment, etc. At the end of the lesson, it will be appropriate to fill in a table where the student will state: what information was new for him, what he already knew, and what difficulties he had in mastering the new material. This information will be very useful for the teacher, as it will help him to adjust his work. In the classroom, during a frontal or individual survey, the teacher can assess how students have learned a particular

material. The teacher should always analyze the results of the formative assessment, as he will be able to draw conclusions about which topics are well understood, and which information requires further attention on his part.

Criteria-based assessment also contributes to the growth of students' learning motivation. Knowing the clear assessment criteria, the student will understand in which direction he needs to move further. It will be very effective to use self-assessment, when each student can evaluate themselves according to the proposed criteria. The most important thing in this process is the ability of students to have an objective self-assessment. To do this, the teacher must clearly explain all the nuances of this work. The teacher can also ask students to rate each other in pairs or in a group. They can develop their own assessment criteria or use those suggested by the teacher. This type of assessment can increase interest in learning English and will help to increase activity in the classroom.

For a discipline such as English, the following activities can be used as a summative assessment: writing a project, essay, portfolio, testing, etc. As a rule, it is necessary to evaluate the knowledge of all types of speech activity: speaking, reading, listening and writing. For all these types, evaluation criteria are needed. Writing a project requires a lot of effort from students. The teacher should distribute the topics, help students determine the goal of the project, and form working groups. The teacher himself or together with the students makes the criteria for evaluating the project. Knowledge of these criteria will help students to perform this work purposefully and on time. The portfolio also refers to creative types of work. The biggest challenge for a teacher is to properly evaluate this type of work. As far as the criteria are made correctly and clearly, so well will the students cope with this task [4].

Undoubtedly, it is most easy to create evaluation criteria for such a type of work as testing. In English lessons, it is mainly used to check the level of formation of grammatical skills. As a rule, one point is given for each correct answer, and then the final score is formed on a 100-point scale. Listening is conducted to identify the level of understanding of foreign language speech by ear.

Tasks are created for each audition, and one point is awarded for each correct answer. The final score is calculated using the following formula: the number of correct answers is divided by the total number of answers and multiplied by 100%.

The most difficult thing in English lessons is to make up the criteria for the students' oral response. Here, the teacher needs to take into account many aspects, since the assessment of oral speech consists of many parameters. The teacher should evaluate the lexical and grammatical content of speech, as well as the phonetic skills of students. Criteria for this type of activity should be drawn up taking into account all these aspects. Since the university has a 100 — point assessment system, the teacher needs to create criteria for each category of points, i.e. for which the student will receive a particular point. This work requires a lot of attention and focus from the teacher.

Conclusions.

In the modern realities of the modernization of education in Kazakhstan, the introduction of a system of criteria-based assessment at the university is a necessary condition for further qualitative progress of the educational process. It is absolutely necessary that all changes in the educational process of secondary education echo the changes in the educational process of the university. The principle of continuity of education is a guarantee of quality. In order to implement a system of criteria-based assessment at the university, it is necessary to comply with the following conditions::

- 1) it is necessary to clearly separate the formative and summative types of assessment;
- 2) teachers should learn how to make competent assessment criteria;
- 3) it is necessary to involve students in the process of drawing up criteria;
- 4) in their work, the teacher should be able to apply various methods and techniques that will contribute to the effective implementation of criteria-based assessment.

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ТІЛДІК БІЛІМ БЕРУ БАҒДАРЛАМАСЫ СТУДЕНТТЕРІНІҢ АҒЫЛШЫН ТІЛІ БОЙЫНША БІЛІМІН КРИТЕРИАЛДЫ БАҒАЛАУ ТЕХНОЛОГИЯСЫ

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Аңдатпа. Оқуда оқушылардың жетістіктерін ынталандырушы және түзетуші фактор ретінде бағалау жүйесі маңызды рөл атқаратыны белгілі. Қазақстандық білім беруді жаңғырту процесінде кәсіби қоғамдастық көптеген проблемаларға тап болады. Олардың бірі-бағалаудың сенімді жүйесінің болмауы және соның салдарынан университеттегі білім беру сапасын бағалаудың ашық, валидті технологиясын құру қажеттілігі. Бұл мақалада ағылшын тілі сабақтарында критериалды бағалауды қолдану процесі сипатталған. Бұл әдістеме барлық жерде білім беру процесіне енгізіле бастады. Бұл әдістеме критериалды бағалау әдісіне негізделген. Критерийлерді қолдану студенттің оқу жетістіктерін бағалаудың маңызды аспектісі болып табылады. ЖОО оқытушысының алдында білім беру процесіне критериалды бағалауды енгізу бойынша маңызды міндет тұр. Күрделі және маңызды міндеттердің бірі – бағалаудың нақты және түсінікті критерийлерін жасау. Критериалды бағалауды қолдану оқытушыға студенттердің жетістіктерін сауатты және әділ бағалауға көмектеседі.

Критериалды бағалау технологиясы оқытудың жетістіктерін өлшеу мен проблемаларын диагностикалаудың, кері байланысты қамтамасыз етудің және білім беру процесіне қатысушыларды (оқушыларды, мұғалімдерді, ата-аналарды, мемлекетті) білім берудің жай-күйі, проблемалары мен жетістіктері туралы хабардар етудің негізгі құралы болып табылады. Білім алушылардың білім жетістіктерін бағалау жүйесі - бұл білім беру бағдарламаларын меңгеру сапасын бағалау жүйесі, білім беру процесінің маңызды элементі.

Түйін сөздер: критериалды бағалау, критериалды тәсіл, оқу жетістіктері, жиынтық бағалау, формативті бағалау, білім беру бағдарламалары.

ТЕХНОЛОГИЯ КРИТЕРИАЛЬНОГО ОЦЕНИВАНИЯ ЗНАНИЙ СТУДЕНТОВ ПО АНГЛИЙСКОМУ ЯЗЫКА ЯЗЫКОВЫХ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ

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Аннотация. Как известно, немаловажную роль в обучении играет система оценивания как стимулирующий и корректирующий фактор достижений учащихся. В процессе модернизации казахстанского образования профессиональное сообщество сталкивается с многочисленными проблемами. Одна из них отсутствие надёжной системы оценивания и, как следствие, необходимость создания прозрачной, валидной технологии оценки качества образования в университете. В данной статье описывается процесс использования критериального оценивания на уроках английского языка. Данная методика стала повсеместно внедряться в образовательный процесс. В основе данной методики лежит метод критериального оценивания. Использование критериев является важным аспектом оценивания учебных достижений студента. Перед преподавателем вуза стоит важная задача по внедрению критериального оценивания в образовательный процесс. Одна из сложных и важных задач – это составление четких и понятных критериев оценивания. Использование критериального оценивания поможет преподавателю грамотно и справедливо оценить достижения студентов.

Технология критериального оценивания является основным средством диагностики проблем и измерения достижений обучения, обеспечения обратной связи и информирования участников образовательного процесса о состоянии, проблемах и достижениях образования. Система оценки образовательных достижений обучающихся-это система оценки качества освоения образовательных программ, важнейший элемент образовательного процесса.

Ключевые слова: критериальное оценивание, критериальный подход, учебные достижения, суммативное оценивание, формативное оценивание, образовательные программы.