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CONDUCTING AN ENGLISH LANGUAGE EXAM IN A DISTANCE LEARNING ENVIRONMENT

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Андатпа. Бұл жұмыста авторлар қашықтықтан оқыту жағдайында ағылшын тілінде емтиханды өткізудің заманауи әдістері, құралдары мен формаларын сипаттайды, мұндай емтиханды ауызша өткізудің негізгі кезеңдерін ашып көрсетеді, оны өткізудің ерекшеліктерін жазбаша түрде тізімдейді, сонымен қатар осы емтиханды өткізуге қажетті нақты әрекеттерді көрсетеді. Тестілеу түрінде. Жұмыстың соңында осы емтиханның күшті және әлсіз жақтары туралы қорытынды жасалады.

Түйін сөздер: қашықтықтан оқыту, ағылшын тілі, емтихан, компьютерлік технологиялар, Интернет.

Аннотация. В данной работе авторы описывают современные методы, средства и формы проведения экзамена по английскому языку в условиях дистанционного обучения, раскрывают основные этапы проведения такого экзамена в устной форме, перечисляют особенности его проведения в письменной форме, а также указывают некоторые специфические усилия необходимые для проведения данного экзамена в форме Тестирования. В конце работы сформулирован вывод о сильных и слабых сторонах проведения данного экзамена.

Ключевые слова: дистанционное обучение, английский язык, экзамен, компьютерные технологии, Интернет.

In this paper, the authors describe modern methods, means and forms of conducting an exam in English in a distance learning environment, disclose the main stages of conducting such an exam orally, list the features of its conduct in writing, and also indicate some specific efforts necessary to conduct this exam. in the form of testing. At the end of the work, a conclusion is made about the strengths and weaknesses of this exam.

Key words: distance learning, English, exam, computer technology, Internet.

Daily changes taking place around the world, primarily related to the COVID-19 pandemic, bring certain innovations to the life of society, contribute to the development and implementation of

"yesterday's" innovations in various spheres of human activity. These changes have also affected such areas as pedagogy. Given the threat to life and health of the young generation in a pandemic, many governments in Europe and Asia transferred students on distance learning, requiring schools and universities to create for such students in all conditions [1].

Distance learning, being an innovation for widespread use in schools and universities, is not something unknown/incomprehensible to society as a whole. Existing in the global network for many years, distance learning is designed to transfer and obtain knowledge, skills, and competencies indirectly, that is, by means of computer technologies [5]. Today, there are a large number of universities created for distance learning, as well as various platforms and resources for obtaining additional education, training in advanced training courses or mastering a new profession (especially if it is directly related to the field of Internet communications).

At the same time, many authors note that to the maximum extent distance learning has become actively developed and used in teaching foreign languages, particular in teaching English [2], [6].

At the same time as noted by I.V. Deryugina: "Distance learning in English is a specific didactic system. It has its own pedagogical methods, tools and approaches, including in such an important pedagogical process as the examination [3].

The classic forms of the English language exam – oral, written and test-are relevant for distance learning, although the methods and means of conducting them may vary and differ depending on the desire of the teacher. Conducting an English language exam in oral form during distance learning is a combination of the classical structure of the answer to a question / questions with the use of Internet technologies and computer tools that help not only to see each other teacher and student, but also to minimize the threat of cheating, third-party assistance and other negative methods used by untrained examinees. The stages of such an examination are shown in table 1.

Table 1-Description of the stages of the oral distance exam in English

№	the name of the stage	description of the stage	Comments
1	Choosing the exam program	Programs for this form of exam are video conferencing programs (for example, Skype, Zoom, Discord, or Google Hangouts)	It is important to work independently in the selected program and study it in detail before starting the exam
2	Creating student groups	To facilitate the online exam control function the most effective step is to divide all examinees into groups of 5-7 people and create an exam schedule	This step is also important for the teacher, whose time is limited
3	Developing a memo for students	Before conducting the exam, it is useful to create a booklet with a description of the features of this stage	It is also important to prepare yourself for this "procedure": learn and remember the full name, faces

		of training, the time of the exam, requirements, conditions, and so on.	of examinees, etc. to facilitate work
4	Preparation immediately before the exam	Checking the sound quality, communication, specifying the number of people present, answering additional questions, etc.	Here, the examiner can also check the examinees ' documents and allow them to start the exam if they are sure that this person is in front of you
5	Conducting the exam	To implement the procedure for monitoring and controlling the remote test, the teacher can use the proctoring system ("proctor" - the person who monitors the course of the exam) using such programs as: - https://go.proctorio.com/covid-19 - https://proctorexam.com/covid-19	Proctoring allows you to: - see and hear the examinee; - see which windows the examinee opens on their computer; - record the procedure of the exam.
6	The test results	If you need a written confirmation of the exam and/or if the exam provides an additional written answer, it is advisable to recommend that the examinees write answers in the "Google Docs" program.	This program allows you to: - check the work without downloading (by link); - see the latest changes in the document (the teacher can see if the student has worked with the document after the exam).

Conducting an English language exam in writing can include both the form of answering questions, and the form of an essay, project/presentation. Here the teacher can use both the previously described "Google Docs" program, as well as email, and systems for checking the originality of written texts antiplagiat.ru, advego.com, text.ru and some others. At the same time, it is important to warn students in advance not only about the form of the exam, but also about the methods of checking their examination materials. To date, project/presentation protection can also be performed remotely using such programs as:

1. <https://www.movavi.ru/screen-capture>;
2. <https://www.bandicam.com/ru/screen-recorder>;
3. <https://www.faststone.org/download.htm>;
4. <http://screencam.ru>.

The last described form of conducting a remote English language exam in the form of tests assumes a good ability of the teacher to work in such programs as " Google Forms", " Moodle " or other developed for creating tests. Each of them has detailed instructions for both the teacher and the student. These programs allow you to create variants of test questions with one or more answer options, as well as with the answer that the examinee must type independently (word/sentence).

When creating a test database in these programs, the teacher independently chooses a system for evaluating results.

Thus, in the modern realities of the conduct of examination in a foreign language remotely is not an innovation but a necessity. At the same time, the methods of conducting the exam "online" that the teacher chooses should be clear to him and the student. The existing technologies of education in the world Internet network are constantly improving, focusing on the needs and requirements of users. This method of conducting the exam has a number of advantages, such as: a wide choice of tools and methods, more materials, opportunities for communication, as well as control. However, such an important drawback as direct communication with the teacher, being in a team and communicating, even if we are talking about the exam procedure, in our opinion also has a determining value.

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ALLUSION AS A CALL FOR HUMANISM

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Annotation: The article considers allusion as a means of searching for universal human qualities and problems, as the problems of human are global and their solutions must be considered from the world point of view. In the article is wrote views of scientists about the allusion and humanism. The article also considers problems of interrelation between allusion and intertextuality, the link between allusion and humanism, the purpose of using allusions in literature and the ideas of linguists about them. Also, in the article is wrote some examples of allusions from the books.

Key words: allusion, humanism, humanity, intertextuality, indirect indication

Аннотация. В статье аллюзия рассматривается как средство поиска общечеловеческих качеств и проблем, поскольку проблемы человека носят глобальный характер и их решения должны рассматриваться с мировой точки зрения. В статье излагаются взгляды ученых на аллюзию и гуманизм. В статье также рассматриваются проблемы взаимосвязи аллюзии и интертекстуальности, связь аллюзии с гуманизмом, цель использования аллюзий в литературе и представления лингвистов о них. Также в статье написаны некоторые примеры аллюзий из книг.

Ключевые слова: аллюзия, гуманизм, гуманность, интертекстуальность, косвенная индикация.

Аңдатпа. Мақалада аллюзия жалпыадамзаттық қасиеттер мен проблемаларды табудың құралы ретінде қарастырылады, өйткені адамның проблемалары Ғаламдық болып табылады және олардың шешімдері әлемдік тұрғыдан қарастырылуы керек. Мақалада ғалымдардың аллюзия мен гуманизм туралы көзқарастары көрсетілген. Мақалада сонымен қатар аллюзия мен интертекстуалдылықтың байланысы, аллюзияның гуманизммен байланысы, әдебиетте аллюзияны қолдану мақсаты және лингвистердің олар туралы идеялары қарастырылады. Сондай-ақ, мақалада кітаптардан аллюзиялардың бірнеше мысалдары жазылған.