UDC 35.09

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USING SOCRATIVE SERVICE IN ENGLISH LANGUAGE TEACHING FOR THE FORMATIVE ASSESSMENT IN THE NEW REALITY BY ZOOM

Abstract

Distance learning is becoming increasingly popular, whether for convenience, to accommodate work hours, or simply to have the ability to study from anywhere. And now, more than ever, with the coronavirus pandemic forcing people to stay at home, it's more critical. Modern realities force us to look for new ways of learning by using the latest information technologies. In the shortest possible time, we, teachers of a foreign language, had to choose from a huge number of offered educational platforms and services those that would help to continue the learning process in the best way, but already on the Internet space. An especially effective form of work with students is the work on the ZOOM educational platform. And nowadays it is not enough to use the only Zoom itself, it can be used within the internet source like Socrative with all the benefits.

Key words: *Zoom, Socrative, Distance learning, formative assessment.*

1. Introduction

Distance learning is «a purposeful, specially organized process of interaction between students and the teacher, with the means of information and communication technologies (ICT) and among themselves» [1].

The advantages of distance learning should be highlighted. Manufacturability – training using modern software and equipment. It makes distance learning more effective. New technologies make it possible to make visual information vivid and dynamic, build your own educational process, having an active student interaction with the learning system. The development of Internet networks, fast Internet access, the use of multimedia technologies, sound, video make distance learning courses complete and interesting. Internet and distance learning is an opportunity to study almost anywhere in the world where there is a computer and the Internet. The Internet provides a wide range of informational opportunities. But no matter what characteristics the information-subject environment has, it will be the linguodidactic tasks and features of the cognitive activity of students determined by the specific goals of education that will come to the fore.

Therefore, distance learning, taking into account Internet resources, is a fundamental means of implementing these tasks. Currently, this form of education is the most popular among working students. However, on the Internet, one can observe the rapid development of the information-subject environment in different languages. A trained professional who is expected to find his niche in the rapidly developing technologies of developed countries must be well informed in his field. Modern means of communication with partners, access to information resources of the Internet, presuppose possession of not only computer technologies, but also foreign languages. It is no coincidence that UNESCO has declared our century the century of polyglots. Information is of paramount value in the era of informatization. The specificity of the subject "Foreign language" is that the fundamental component of the content of teaching a foreign language is not a scientific basis, but methods of work – teaching various types of speech activity: speaking, listening, reading and writing. Therefore, in order to teach students various types of speech activity, it is necessary to provide each student with the opportunity to practice the type of speech activity that he is mastering at the moment [2].

2. Materials and methods

ZOOM is a cloud-based video conferencing platform that allows you to communicate online in an accessible format in real time, which was a fundamental factor when choosing a platform for teaching English to schoolchildren online, because, thanks to its functional features, ZOOM allows us, teachers, to conduct a lesson as efficiently as possible with distance learning. One of the key benefits of the ZOOM platform is that it provides communication software, which combines video conferencing, chat, and collaboration between students and teachers through the use of various functions offered on the ZOOM platform by both sides of the educational process.

Teaching a foreign language involves direct communication between learners and teachers in various forms. The ZOOM platform implements these conditions, since the teacher, who is also the organizer of the conference, creates an opportunity for communication, both oral and written, operating with various functions that this system offers. For example, an organizer teacher has the ability to control a microphone, i.e. organize audio perception and video for all conference participants, create a kind of linguaphone class for practicing listening and reading skills, demonstrate the screen of digital device to show various information materials, including audio and video materials, presentations, electronic version of teaching materials and visual materials.

The teacher, while showing the screen, using the «comment» function, can highlight those points that need to be paid special attention or perform various exercises, for example, connect words and pictures, solve a crossword puzzle. Students can display their homework on their screen by implementing the «screen sharing» function, and the conference organizer teacher, in turn, sees the student's screen on his own screen, corrects the assignment, and marks it. Another useful function «chat» allows to write questions and give answers to them without turning on the microphone, to practice writing skills, teacher can enter new lexical units for study or send files and various types of documents to all students at once or selectively, which helps to provide a differentiated approach to teaching a foreign language in a general education school. In addition, an interactive whiteboard is built into the platform, which allows direct feedback with students in real time: the teacher has the ability to visually explain the material, give written assignments and check them directly in the lesson, work out the necessary lexical and grammatical material, work with visual material. One of the necessary functions of this platform for teaching a foreign language is the ability to record a lesson.

The teacher has the opportunity to show the past lesson to those students who, for whatever reason, could not attend the online lesson at one time or another. In ZOOM, we can divide schoolchildren into pairs or groups to work on individual tasks: for example, creating a dialogical or monologue statement, projects or creative workshops. In this way, teachers maintain their familiar working methods, effectively integrating them into the new lesson format.

In other words, ZOOM has many advantages, which makes this service indispensable for teachers of a foreign language during distance learning, but the most important advantage is that the platform allows teachers to use live speech when interacting with students, without which learning a foreign language is a priori impossible, and thereby facilitating the organization of full-fledged foreign language lessons in a complex environment of modern realities.

One of the main problems of online learning is still user authentication when testing knowledge. Since the best technology solutions have not yet been proposed, most distance learning programs still have a face-to-face examination session. It is impossible to know who is on the other side of the screen. In some cases, this is a problem and requires special measures, tolerances and skills of tutors. Part of this problem is solved by installing video cameras on the training and program side [3].

The work of a teacher does not seem to be without the use of various Internet technologies when organizing distance learning through Zoom. The choice fell on Socrative service, as it helps teacher to organize an assessment of students. And while assessing teacher can use both, as Zoom and Socrative to check whether the real student is working on a test or not.

Socrative is a free service that lets you construct quizzes, surveys, questionnaires, and tests in a matter of minutes. Furthermore, Socrative allows users to monitor test results in real time and measure the success of not only the entire class, but also each individual student. At any given time, up to 50 individuals may be checked.

In the studies by Chou, Chang, and Lin (2017) and by Yarahmadzehi and Goodarzi (2020) investigated learners' perceptions between mobile-based tests using Socrative and paper-based tests in language classrooms. The results of these studies indicated positive attitudes towards the use of mobile phones for formative assessment. In both studies, participants reported some advantages of using Socrative over paper- based tests, including better engagement in tasks and higher motivation. Furthermore, the participants of both studies described the experience of using Socrative in EFL formative assessment as entertaining and expressed their desire to use Socrative for formative assessment in other courses, too [4].

3. Results and discussion

Algorithm for creating a test using the Socrative Internet service.

Step 1. Register on the website www.socrative.com**.** To compose a quiz or test, you need to go to Socrative and select registration as a teacher by clicking on the Teacher login button and in the authorization window that opens select the Get Account button, after which the user registration form will open, where you need to go through three stages: Create a profile, specify an educational institution, create an account. By registering on the site socrative.com, in the future, you can log in to this site using the created account with a password, or use special applications on smartphones.

Step 2. Create a test. After registering a user as a teacher on the socrative.com website, a personal teacher page is automatically created, where the individual teacher's room code will be indicated at the top of the screen in the center of the page, using which students can later have access to the tests of this teacher. To create a test, you need to go to the Quizzes tab, where using the Add quiz – Create new command, create a subject for the test and select one type of questions. The Socrative service offers many different test options: in the form of questions that need to be answered «true» or «false», multiple choice questions and open-ended questions.

When choosing the True / False button, you can create a question with the answer «true» or «false» and pressing the Save button to save the question. When you select the Multiple Choice button, a question with multiple choice of answers is created, where to indicate the correct answer you need to put a check mark on it. To create an open answer with a short answer, you need to select the Short answer button.

Step 3. Taking the test**.** After creating a test, in order to run it, you need to go to the Launch tab and click on the Quiz button, after which a window will open, where a list of previously created tests is presented and having selected one of them, click on the Next button. The next step is to select a test method: Instant Feedback (instant feedback, where students can answer questions in order rather than answer. Instant feedback is provided after each question. You track progress in the scorecard.), Open Navigation (open navigation where students can answer questions in any order and change answers before completing the test. Teacher can track progress in the scoreboard), Teacher Paced (teacher monitors the flow of questions and tracks answers as they arise. You can skip and go back to the questions). After choosing the test passing method, the last step is to start the test using the Start button.

The finished test gives you an instant opportunity to remotely check students. The presence of separate computers in the classroom is not at all necessary; tasks can be performed on a smartphone or tablet. Of the highlights of Socrative, it is also worth noting the function of controlling the time allocated to the stages of the work: at the choice of the teacher, students can perform the test at their own pace, or in the mode of strict time control by the teacher. The system also allows the teacher to track in real time how many people have completed their work and how many correct answers have been given.

After the teacher launches the test from the website or the Socrative Teacher application, and the student, launching the Socrative Student application on his smartphone or through the

Socrative.com website, first of all must dial the «room» code in the «Enter Teacher's Room Code» column, which is provided by the teacher. Next, the student enters his name while registering in the test. At the start of the test, the teacher's window will show the entire process of passing the test by students, here the teacher can view in real time how many students have connected to the test, their names and answers to test questions.

After the start, the student has an automatically selected first question. The question can be of different types, as already mentioned above: a question with a choice of answers «true / false», an open-ended question, or a question with multiple answers.

The student chooses one of the suggested answer options and clicks Submit Answer, after which he will find out if he answered correctly. The teacher, when creating the test, can include an explanation for the question, which the student sees after he has answered. At the same time, the teacher's answers appear on the screen in the form of a table. Correct answers of students are highlighted in green, incorrect answers in red.

Step 4. Getting a report on the results of the test. At the end of the test, the teacher clicks on the Finish button. A big plus of Socrative is the automatic test report, which is sent to the teacher's e-mail, significantly reducing the time spent on checking and grading tests. To display the report, click on the Get Reports button, after which if we want to send the report to e-mail, select E-mail, and if we want to download the report, then click on Download. The report is sent in Excel file format.

Socrative receives positive feedback from both students and teachers. The first point out the fact that classes become more interesting and more fun, and the second point out the ease of use and a large amount of data that is collected not manually, but automatically by the program itself. Quantitative formative assessment changes conversations from «It seemed like students understood the lesson» to «80% of students understood the lesson and here is what teacher can do to help the other 20%» [5].

4. Conclusions

The experience of using tests using Internet services shows the effectiveness of this form of control. Tests, developed taking into account the sequence of studying topics, help to identify gaps in knowledge, to determine how consciously students master theoretical material. This allows you to make the necessary adjustments in further work with a particular student or class. Using this type of work helps to interview students on various issues, turn the lesson into an exciting lesson.

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АЙДАРХАНОВА А.А., ДЕГТЯРЕВА К.С., ЕСЕНАМАН С.Е.
АҒЫЛШЫН ТІЛІН ОҚЫТУДА ZOOM ПЛАТФОРМАСЫНДА ҚОРЫТЫНДЫ БАҒАЛАУ ҮШІН SOCRATIVE ҚЫЗМЕТІН ПАЙДАЛАНУ

Жұмыс кестесіне бейімделу үшін, жайлылық үшін, немесе кез-келген жерде оқу еркіндігі үшін болсын онлайн режимі арқылы оқу үйрену кең таралған. Енді коронавирустық пандемиямен, адам-дар үйде отыруға мәжбүр болған кезде, бұл бұрынғыдан да маңызды бола бастады. Заманауи шындықтар бізді жаңа ақпараттық технологияларды қолдана отырып оқытудың жаңа тәсілдерін іздеуге мәжбүр етеді. Қысқа мерзімде біз, шет тілі мұғалімдері, ұсынылатын көптеген білім беру платформалары мен қызметтерінің ішінен оқу үдерісін ең жақсы жолмен жалғастыруға көмекте-сетін, бірақ Интернет кеңістігінде таңдауымыз керек болды. Студенттермен жұмыстың әсіресе тиімді түрі – бұл ZOOM білім беру платформасындағы жұмыс. Қазіргі уақытта тек осы платфор-

маны қолдану жеткіліксіз, оны *Socrative* сияқты интернет-көзімен бірге, барлық артықшылықта-рымен бірге пайдалануға болады.

Кілт сөздер: *Масштабтау, әлеуметтік, қашықтықтан оқыту, формативті бағалау.*

АЙДАРХАНОВА А.А., ДЕГТЯРЕВА К.С., ЕСЕНАМАН С.Е.
ИСПОЛЬЗОВАНИЕ СЕРВИСА SOCRATIVE В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ ФОРМАТИВНОГО ОЦЕНИВАНИЯ В НОВОЙ РЕАЛЬНОСТИ ZOOM

Онлайн-обучение становится все более и более распространенным, будь то для комфорта, адаптации к рабочему графику или просто для получения свободы учиться где угодно. А теперь, с пандемией коронавируса, когда люди вынуждены сидеть дома, это стало как никогда важным. Современные реалии заставляют искать новые способы обучения с использованием новейших информационных технологий. В кратчайшие сроки нам, преподавателям иностранного языка, пришлось из огромного количества предлагаемых образовательных платформ и сервисов выбрать те, которые помогли бы продолжить процесс обучения наилучшим образом, но уже в Интернет-пространстве. Особенно эффективной формой работы со студентами является работа на образовательной платформе ZOOM. И в настоящее время недостаточно использовать только данную платформу, ее можно использовать совместно с интернет-источником таким как Socrative, со всеми его преимуществами.

Ключевые слова: *Zoom, Socrative, дистанционное обучение, формативное оценивание.*