АЛТЫНСАРИН ОҚУЛАРЫ

«ПЕДАГОГИКАЛЫҚ БІЛІМ БЕРУДІҢ ҮЗДІКСІЗДІГІ – ЗАМАНАУИ ПЕДАГОГТАРДЫҢ ТАБЫСТЫЛЫҒЫНЫҢ КЕПІЛІ»
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II КІТАП

АЛТЫНСАРИНСКИЕ ЧТЕНИЯ

МАТЕРИАЛЫ
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Жинаққа «Педагогикалық білім берудің үздіксіздігі-заманауи педагогтардың табыстылығының кепілі» атты Алтысарин оқулары халықаралық ғылыми-практикалық конференция материалдары енгізілген.

Талқыланған мәселелердің әртүрлілігі мен кеңдігі мақалалар авторлары үздіксіз білім беру саласын педагогтарды жаңаша даярлау бағдарымен байланыстырып, әр түрлі деңгейдегі білім беру бағдарламаларын іске асырудың тиімді тәжірибесін көрсету, білім мазмұнын жаңарту аясында мұғалімдердің кәсіби шеберлігін арттыру қажеттілігін негіздеу, инновациялық технологиялар мен білім алушылардың тұлғалық дамуын психологиялық-педагогикалық қолдау туралы зерттеулерін енгізді. Бұл жинақ материалдары ғалымдарға, ЖОО мен колледж оқытушыларына, мектеп мұғалімдері мен мектепке дейінгі тәрбиешілерге, педагогтар мен психологтарға, магистранттар мен студенттерге қызықты болуы мүмкін.

В сборнике содержатся материалы Международной научно-практической конференции Алтынсаринские чтения «Непрерывность педагогического образования – залог успешности современных педагогов». Многообразие и широта обсуждаемых проблем позволили авторам статей раскрыть сущность, тренды и тенденции непрерывности педагогического образования с учетом достижений науки и практики, показать эффективные практики реализации образовательных программ разного уровня, обосновать необходимость совершенствования профессионализма педагогов в условиях новых вызовов в образовательной практике, представить инновационные технологии и форматы психолого-педагогического сопровождения развития личности обучающихся.

Материалы данного сборника могут быть интересны ученым, преподавателям вузов и колледжей, учителям школ и воспитателям дошкольных учреждений, педагогам-психологам, магистрантам и студентам.

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TESTING AS A TOOL OF EVALUATING STUDENTS` PROGRESS IN LEARNING ENGLISH

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Abstract
The article discusses the importance and effectiveness of the testing system to assess students' progress in learning a foreign language. The method of testing is always relevant in the assessment of student knowledge. The article analyzes the main types, goals and objectives, functions of testing used in schools in teaching English.
Keywords: testing, progress, teacher, effective, student

Аннотация
В статье рассматривается важность и эффективность системы тестирования для оценки успеваемости студентов в изучении иностранного языка. Метод тестирования всегда актуален при оценке знаний учащихся. В статье анализируются основные виды, цели и задачи тестирования, функции используемые в школах при обучении английскому языку.
Ключевые слова: тестирование, прогресс, учитель, эффективный, студент

Аннотация
Мақалада оқушылардың шет тілін меңгерудегі үлгерімін бағалау мақсатындағы тестілеу жүйесінің маңыздылығы мен тиімділігі қарастырылған. Студент білімін бағалауда тестілеу әдісі әрқашан өзекті болып табылады. Мақалада ағылшын тілін үйрету барысында мектептерде қолданылатын тестілеудің негізгі түрлері, мақсаттары мен міндеттері, функциялары талданған.
Түйінді сөздер: тестілеу, прогресс, мұғалім, тиімді, студент

Control and assessment of the level of foreign language proficiency is an essential component of the educational process. The main task of control is an objective determination of the level of foreign language material taught by students at each stage of the formation of their speech skills and abilities. One of the forms of control that allows measuring the level of learning, obtaining reliable, reliable data and providing an objective assessment is testing.

The term "test" was introduced into scientific use by the American psychologist J. Cattell in 1890 to name psychological tests, that is, specially developed standardized methods that tried to measure differences between individuals or the reactions of one individual in different conditions. However, neither in psychology nor in other scientific fields (sociology, pedagogy, medicine, physiology, computer technology) there is still no single definition of the term.

Teaching and testing are interrelated. Teachers are obliged not only to teach their students well, but also to measure their achievements accurately. Additionally, the pace of development of knowledge and skills in the language are also to be observed. In view of these facts, tests become a natural extension of classroom work providing both teachers and students with beneficial information that serves as a basis for improvement. This establishes that testing is an important part of every teaching and learning experience with advantages for both students and teachers. As far as students are concerned, tests help to create a positive attitude to learning by providing a sense of accomplishment. Other advantages are that students are encouraged to examine what they have learned and what needs to be re-learned. They also develop good methods of organization and preparation as a result of confidence in the teachers; fairness and desire to help them. These are steps towards acquiring mastery over the language. Teachers, on the other hand, are able to assess what students have learned, and the areas where they require help. They also find out the effectiveness of their teaching methods. This professional self-education helps in classifying students in terms of ability so that their future efforts can be directed to those who need help. All in all, good tests sustain or enhance class morale and aid learning [1].

Coming to the communicative approach in learning, where the teachers' aim is to equip students with a general knowledge of grammar and vocabulary in addition to particular language skills that they need, there is a widespread belief that good tests are only the work of experts possessing technical concepts and statistical knowledge. Thus, any teacher who uses testing procedures related to teaching and learning rather than to themes and statistics is on her way to becoming a test setter. She/he just needs to learn how principles and techniques differ from those of teaching and how to apply them [1].

In constructing tests teachers must be aware of backwash or the effect of testing on teaching and learning. This could be either harmful or beneficial. When a test sets out to achieve prescribed objectives it proves beneficial, and when it is a meaningless activity, it is otherwise. Test construction is essentially a matter of problem solving with every teaching situation setting a different test problem. And perhaps the most common use of language tests is to pinpoint strengths and weaknesses in the learned abilities of students as in proficiency tests where the measuring is in terms of the specific language requirements. Then again, we may discover through testing, that a given student has excellent pronunciation and fluency of oral production in the language of interest, but that he or she has a low level of reading comprehension. Or we might find that a low or too highly specialized vocabulary is a major factor underlying low reading comprehension for a student and thus, may recommend suitable approaches for vocabulary expansion. This use of tests is 'diagnostic' and provides critical information about the student to the teacher to make the learning process more efficient. Another important use of tests is to assist in the decision of who should be allowed to participate in a particular program of instruction with a view to screening and instruction. Yet another screening instrument in the area of language testing is the 'aptitude test' which is used to predict the success or failure of students in a prospective language program [1].

There are several classifications of tests. Predictive tests consist in determining the ability of a student to learn a foreign language. They can be used for professional orientation of students. Diagnostic tests are a set of standardized tasks for a specific material, which establishes the degree of assimilation by students. Success tests determine how successfully the communicative competence of the tested person is formed and whether he is ready for foreign language communication within the framework of those communicative tasks that are predetermined by one or another level of foreign language proficiency. Each test, correctly and competently designed, is economical, i.e. when working with a test, a small amount of time is required to complete the tasks of the test, and such an indicator as the simplicity of organizing the test and the possibility of easily calculating its results is also important. Test tasks can be open and closed forms, matching, establishing the correct sequence, choosing one from a set, and others.

The most common types of test items are: multiple choice, alternative choice, cross-choice, transformation, replacement, substitution, ordering, completion, answering questions, intralingual paraphrasing, close tests.

According to the structure and method of registration, multiple choice, alternative choice, cross-choice ordering are called selective. All the rest are tasks with a freely constructed answer.

Passing tests with good results assumes the knowledge that the student must have by a certain stage of learning. The presence of a large number of identical incorrect answers allows the teacher to identify gaps in a particular topic or part of the material given in the lessons. It is necessary to arrange small tests in the classroom, either as a check on homework or to consolidate the material covered, so that students get used to this form of survey and do not make mistakes that are not related to test tasks, but because of the inability to work with such tasks.

There are three main interrelated functions of testing: diagnostic, training and educational.

The diagnostic function consists in assessing the student's knowledge. This feature is the most important for testing. In terms of objectivity, breadth and speed of diagnosis, testing surpasses other forms of operational control.

The training function of testing is to motivate the student to intensify work on the assimilation of educational material. Preparation for testing includes both a repetition of the material already covered and an appeal to additional literature. This allows you to increase the level of mastering the discipline, as well as develop the skills of independent work.

The educational function is manifested in the frequency of test control. This disciplines and systematizes the activities of students, helps to identify and eliminate gaps in knowledge [2].

Personal experience suggests that it is a rare teacher who stores items 'in a manher which allows test preparation without the need for individual item typing. Also, most teachers ate relatively unfimiliar with the more sophistidated calculators which can do neans, standard deviations, and reliabilities in a straight forward manner dnd the.y are unfaiiliar with the possitilities which exia in microcomputers. Thus, iiproved practices requires .changincithe habits of teachers; and educating them to overcome their lack of knowledge and fear of the more sophisticated' tools. Even thea teachers ay need to be pursuaded that the payoft from improved tests is commensurate with the added effort [3].

'If teachers are to improve their testing habits, and it seems inportant that they do, they will need assistance. This entails practical help in making them more efficient in ,their daily testing hatits and 'new ideas and expertise iu testing. Perhaps what is most clear is, the need to return td the tasics'a measurement. That is, a return to development of measurement techniques that will be appropriately used in the classtoom

[3].

In the methodological literature and the practice of language teaching, two types of tests have become widespread: normative-oriented and criterion-oriented [4, pp. 301-302].

The norm-referenced test is designed to compare the educational achievements of individual subjects. This group includes predictive tests, the purpose of which is to determine the ability of a student to learn a foreign language. They can be used for professional orientation of students.

Criterion-referenced test is used to assess the degree of mastery of the tested material. This includes diagnostic tests. A diagnostic test is a set of standardized tasks for a specific material, which establishes the degree of mastery of its students.

The most relevant for a foreign language teacher are the so-called success tests, which determine how successfully the communicative competence of the test person is formed and whether he is ready for foreign language communication within the framework of those communicative tasks that are predetermined by one or another level of foreign language proficiency. These tests serve as a means of current and final control. As an object, either elements of the language or speech activity are selected [4].

In modern methodological literature, the following types of test tasks are distinguished:

- Cross selection (matching) - the task is to select pairs from two blocks according to one or another feature;
- Alternative choice (true-false)
- Multiple choice - the task is to choose the correct answer from three or more options;
- Ordering (rearrangement) - used to test the ability to compose a coherent text from separate parts or sentences from these words;
- Completion (completion) - students are invited to independently complete the sentence, guided by the meaning;
- Substitution (substitution) - the task involves changing the form of the word or the structure of the sentence as a whole;
- Transformation - the completion of the task involves changing the sentence according to the model;
- Intralingual paraphrasing - the essence of the task is to convey the content of the text in your own words;
- Interlingual paraphrasing - involves the ability of students to find an equivalent form to convey the content of the text, expressed by means of the language being studied.
- Close tests (cloze test) - involves the restoration of missing words in the text. It is used to check the general level of language proficiency [4].

Testing takes time, but it should be seen as part of the learning process. And motivation depends on how we use test results. If tests are seen as a competition between students, then they may not evoke motivation, and if tests are used as an opportunity to identify progress in students, then they motivate them and make them think about how to improve their knowledge.

Now consider the disadvantages of this method [5].

1. When performing tests, there is a possibility of guessing: the student presents only the numbers of answers, the teacher does not trace how he decided on one or another choice. This shortcoming is typical for tests consisting of tasks for choosing the correct answer from among those offered. [6]

2. The preparation of tests is often based on a mental function - recognition, therefore, some methodologists believe that with selective answers, the student gets used to working with ready-made formulations and is unable to present knowledge in a different way.

3. Often there is subjectivity in the formation of the content of the tests themselves, in their selection and instructions for test tasks, much also depends on the specific

test system, from time to time is allocated for knowledge control, etc.

4. There is a danger of automatic errors. For example, the subject did not understand the instructions and began to answer in a completely different way from the standard procedure.

5. The inability to reveal individuality in the presence of standard tasks [5].

Testing might show the student's ability to memorize facts and figures, instead of a true understanding of those facts and figures. However, an assessment done informally in the classroom might show that a student actually understands facts and figures, or a specific process. Often, students who do not score well on formal tests might still understand what they are being tested on, but might have test anxiety. A good teacher will use both assessments and tests so she can know whether a student has failed a test because he isn't a good test taker, or whether he really doesn't understand the material [6].

Evaluation serves positively to the teaching proces when it is done properly. The evaluation constitutes the main element on the basis of which later is worked, is built and improved everything. Without conducting the evaluation we can not talk about successful teaching and learning. A teaching proces without evaluation is a teaching that goes on the unknown way. The evaluation must be present in every lesson, it will serve to the teacher to improve his teaching methods in continuity. Through this the teacher can analyze in details what kind of knowledge he has managed to inculcate in his students and what are those aspects which require more work to achieve [7].

In conclusion, tests are directly related to the learners which tell the teacher about how much the learner has achieved and how and how much his/her learning is different from others. They give information about various aspects and performances of the learners. At the same time, they contribute indirectly to give information about the materials, about teaching itself. In this sense, tests are both for teachers and students. The results of the test reflect how well a teacher has taught and how well the students have learnt.

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СОЗДАНИЕ ПСИХОЛОГИЧЕСКИ БЕЗОПАСНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ УЧАЩИХСЯ ЧЕРЕЗ ОРГАНИЗАЦИЮ ВЗАИМОДЕЙСТВИЯ СЕМЬИ И ШКОЛЫ

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Аннотация
Өзектілігі: Мақалада білім беру ортасының психологиялық қауіпсіздігін қамтамасыз ету факторы ретінде отбасы мен мектептің өзара әрекетін ұйымдастыру мәселесі қарастырылған. Ата-аналардың білім мен тәрбие процесіне қызығушылығының төмендеу тенденциясы көрсетіліп, бұл құбылыстың себептері мен салдары келтірілген. Білім беру ортасына қатысты психологиялық қауіпсіздік түсінігі ашылып, оның бұзылу қаупі мен қауіп-қатерлері жазылған. Мақсаты: Отбасы мен мектептің өзара әрекеттесуін ұйымдастыру арқылы оқушылардың психологиялық қауіпсіз білім беру ортасын жақсарту мақсатында бағдарлама жасау.
Түйінді сөздер: психологиялық қауіпсіздік, білім беру ортасы, отбасы мен мектептің өзара әрекеттесуі, тәрбие, тұлғаның дамуы, психологиялық қауіпсіздікке қатер төндіруі, отбасы тәрбиесінің стильдері.

Аннотация
Актуальность: В статье рассматривается проблема организации взаимодействия семьи и школы в качестве фактора обеспечения психологической безопасности образовательной среды. Обозначена тенденция снижения заинтересованности родителей к процессу обучения и воспитания, приведены причины и последствия данного явления. Раскрыто понятие психологической безопасности применительно к образовательной среде, перечислены риски и угрозы ее нарушения. Цель: Разработка программы в целях повышения психологически безопасной образовательной среды учащихся через организацию взаимодействия семьи и школы.
Ключевые слова: психологическая безопасность, образовательная среда, взаимодействие семьи и школы, воспитание, развитие личности, угрозы психологической безопасности, стили семейного воспитания.