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## АЗЫРКЫ ЭТАПТА АНГЛИС ТИЛИН БИЛҮҮ ДЕҢГЭЭЛИН БААЛОО МЕТОДИКАСЫ

### МЕТОДИКА ОЦЕНИВАНИЯ УРОВНЯ ЗНАНИЙ АНГЛИЙСКОГО ЯЗЫКА НА СОВРЕМЕННОМ ЭТАПЕ

### METHODOLOGY FOR ASSESSING THE LEVEL OF THE ENGLISH LAN- GUAGE KNOWLEDGE AT THE PRESENT STAGE

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**Аннотациясы:** Макалада окутуунун эң маанилүү аспектилеринин бири баалоо жана баа койуу түшүнүктөрү чагылдырган. Баалоо ыкмалары ар түрдүү, ар бир мугалимдин өзүнүн методикасы жана окуучуларды баалоо жана баа койуу ыкмалары бар. Бул жумушта баалоонун тарыхы, ошондой эле тил билимин деңгээлдер боюнча баалоонун заманбап түрлөрү жөнүндө кыскача маалымат берилген. Бүгүнкү күндө кеңири белгилүү болгон ыкмалардын бири тестирилөө болуп саналат. Макалада тестирилөөгө көбүрөөк көңүл бурулуп, билимди баалоо ыкмасы катары тестирилөөнүн түрлөрү да каралган.

**Негизги сөздөр:** билим берүү, баалоо, баа берүү, баалоо ыкмалары, баалоо системасы, тестирилөө, тест тапшырмаларынын түрлөрү, англис тилин билүү деңгээли

**Аннотация:** Статья раскрывает одну из самых важных аспектов в обучении как оценивание. Методы оценивания разнообразны, у каждого преподавателя своя методика и способы проставления отметок и оценки обучающихся. В данной работе даются краткие сведения об истории оценивания, а также современных видах оценивания знаний языка по уровням. Одним из широко известных методов на сегодняшний день является тестирование. В статье больше внимания уделено именно тестированию, видам тестирования как способа оценки знаний.

**Ключевые слова:** образование, оценивание, отметка, методы оценивания, система проставления оценок, тестирование, виды тестовых заданий, уровень знаний английского языка

**Abstract:** The article reveals one of the most important aspects in teaching as assessment. Assessment methods are diverse, each teacher has his own methodology and ways of marking and evaluating students. This paper provides brief information about the history of assessment, as well as modern types of assessment of language knowledge by levels. One of the widely known methods today is testing. The article focuses more on testing, the types of testing as a way to assess knowledge of foreign language.

**Key words:** education, assessment, mark, assessment methods, grading system, testing,

*The relevance of research.* The requirements for improving the quality in education, indicated in all the annual events of educational institutions, predetermined the search for new forms of assessment. Effective implementation of new educational standards in general education is impossible without adequate feedback, i.e. education quality assessment systems. The implementation of the concept in education actualizes the study of the problems for continuity in assessment methods in the modern educational process.

In modern research, the assessment method is considered, first of all, as a technology of pedagogical assessment in the educational process, which provides an individual approach to learning, takes into account the capabilities and needs of students, develops their ability to work independently with information sources and master educational material, and contributes to the systematization of the entire process of learning.

The purpose of the article is to consider and analyze the forms and methods of assessing the achievements of students in foreign language lessons as a means of developing self-esteem and mutual evaluation of the student, as a factor in motivating the study of a foreign language.

In the last decades of the 20th century and the beginning of the 21st century, new pedagogical technologies have become widespread in the world methods of teaching foreign languages. The Pedagogical Encyclopedic Dictionary gives the following definition: "Pedagogical technology, a set of means and methods for reproducing theoretically substantiated learning and upbringing processes that make it possible to successfully implement the set educational goals. Pedagogical technology implies an appropriate scientific design, in which these goals are set quite unambiguously and the possibility of step-by-step measurements and final assessment of the results achieved is preserved.

Based on this, in the future, under pedagogical technologies, we will understand the ways in which the teacher and the student interact with each other to achieve the goals of training and education. The study of the evaluation process has always been and is relevant in the educational system and the educational process. Without feedback, the management of any process cannot be effective. The need for evaluating educational achievements is noted by all participants in the educational process: students, teachers, parents.

Assessment is an integral part of any educational process. Without this, the process of assimilation of knowledge is impossible. The need to assess knowledge has arisen not today, but over the course of many years and even many centuries, considered in retrospect the history of the development of the evaluation system in the educational process.

In the beginning of the 19th century the success of students was indicated verbally: excellent, good, doing well, not bad, trying little, very weak. Since the 50s of the last century, the five-point grading system has been transformed into a 3-point one, so, for example, for the majority of students who cannot study for "4" and "5", this scale has become a two-point scale. Such an evaluation system stimulated academic work very weakly, the "step" between the "three" and "four" is insurmountable for the majority of students. Since the introduction of points in school practice, the question arose about their legitimacy, advantages and disadvantages. Evaluation of the results of the child's educational work has existed at all times and in all types of schools. Studying without a grade is like working without a paycheck. But, as a salary and an assessment of the educational activity of a student, the activity must necessarily be expressed in one form or another and according to a certain algorithm. Thus, a mark is a normative expression for the evaluation of educational work throughout the history of education.

In everyday speech, teachers, students and their parents do not distinguish between the expressions "get a grade" and "get a mark." According to explanatory dictionaries, the meaning of the words "grade" and "mark" are not synonymous. Evaluation is a person's opinion about the values, level or quality of something. A mark is a state-established designation of a student's degree of knowledge. In the school lexicon, these words have converged to the point of

indistinguishability, and teachers express their personal opinion about success in teaching in the language of the Ministry of Education.

So, let's look at the positive aspects of the rating system. Assessment of knowledge with the help of points is the simplest and most accessible means of causing competition between children, encouraging them to study systematically, encouraging their efforts to acquire knowledge and skills, and motivating them with higher marks.

Estimates are convenient for competitions, entrance exams, statistics, reporting, etc.

- The grading system is an integral part of any educational process.
- Without a system of assessments, the very process of mastering knowledge is impossible.
- The grading system encourages student achievement.
- The assessment system prepares students for social life, as in any society there is a system of assessments, encouragement.

Each teacher evaluates students' knowledge based on their intuitive ideas. In the modern school system, there are no unambiguous assessment criteria.

One of the components of the educational process is the system for assessing and recording the achievements of students. The assessment system is the main means of feedback between the problem of diagnosis between training and the interaction of the student, teacher and parents. Currently, many schools have retained the traditional rating system: 2 ("unsatisfactory"), 3 ("satisfactory"), 4 ("good"), 5 ("excellent"). And the assessment itself, exhibited in the diary, is of great importance in the subsequent educational activities of the student. Each parent reacts differently to positive evaluation - praise, encouragement; negative - not approved, etc. But one thing is clear that the traditional ways of assessing students' achievements in the learning process are already outdated and do not have the desired effect, therefore, given this circumstance, it is necessary to apply new systems and methods of assessment.

The assessment system in school conditions is not only the technical side of taking into account the development of certain knowledge and skills by the student, but also an indicator of the progress of the student's academic achievements, as well as a way to motivate the student to master the educational material.

One of the most effective means of control in teaching a foreign language is a test. In foreign literature on testing, a pedagogical or psychological test is often understood as a procedure designed to identify a specific pattern of behavior (in our case, speech), from which conclusions can be drawn about certain personality characteristics [1; 46].

The testing method has many years of roots. In modern education, it is one of the most effective methods for measuring student learning achievement. Many works of researchers are devoted to it. This method is also actively used in the practice of teachers, heads of educational institutions and the education system. However, its application is possible only if the main approaches to the creation of measuring materials and their features are mastered.

The reliability of language testing depends not only on the format of the test itself, but also on the coordinated actions of examiners who evaluate the results of productive test tasks (speaking and writing). Despite the efforts made, examiners often disagree, which is especially undesirable in situations that determine students' life choices. Among the numerous types of tasks that are used to compile tests and tests, the most common are the following:

- cross selection (matching),
- alternative choice (true-false, etc.),
- multiple choice (multiple choice),
- ordering (rearrangement),
- completion / ending (completion),
- replacement / substitution (substitution),
- transformation,
- the answer to the question
- intralingual paraphrasing,

- interlingual paraphrasing (translation),
- close procedure, etc.

In the process of language testing, both holistic and discrete (selective) knowledge of students is measured in their explicit (demonstrated) form. The object of language testing consists of several "evaluation rubrics" [6; 6]. Grades for these headings are set in accordance with the developed parameters and criteria. These parameters are necessary in order to consistently give marks for the completed oral task, taking into account, for example, "grammatical correctness of the statement", "mechanical organization of the statement" (appropriate use of introductory words, etc.), "logical organization of the statement", "convincing argumentation of the statement", "optimum presentation of the utterance" (tempo, clarity, etc.).

Control and assessment of the level of foreign language proficiency is an essential component in the educational process. The main task of control is an objective determination of the level of foreign language material proficiency by students at each stage of the formation of their speech skills and abilities, while the object of control is both the language form of the message and its content.

Control is a complex dialectical whole, in which the activities of the teacher and the student are closely intertwined [8; 56].

As a result of control, the teacher:

- 1) based on the analysis and interpretation of control data, receives information about the quality of their work, about the effectiveness of certain training methods;
- 2) analyzes its activities and corrects methodological errors in a timely manner;
- 3) correctly plans the learning process, distributes study time more purposefully;
- 4) receives information about the results of the work of a group of trainees as a whole and each trainee separately, which can serve as the basis for individualization and differentiation of training.

For the learner, the meaning of control is that control:

- 1) stimulates learning activities;
- 2) increases the motivation for learning;
- 3) allows the student to adjust their learning activities.

Thus, in the educational process, control performs a number of functions, influencing both the process itself, and the activity of the student, and the activity of the teacher. The main functions of control include the following: teaching, actually controlling; diagnostic, management; motivating, evaluative, educating, developing [9; 87].

One of the important control functions is the learning function. This means that control by one's own means, and first of all by control tasks, should contribute to the realization of learning objectives. The system of control tasks synthesizes previously learned material and acquired skills, ensures their repetition and consolidation. Tasks and material of any exercise can be used both for training and for control. This is especially evident in the receptive types of speech activity - in reading and listening. The tasks used to check the understanding of the read or listened to text also contribute to the formation of communicative skills to extract information from the text, i.e. perform a learning function. With the correct implementation of training control, the teacher encourages students to perform specific learning activities, evaluate the quality of these activities and use the results of this assessment to improve the process of mastering a foreign language.

In conclusion, I would like to note that the control of knowledge, skills and abilities of students is an integral part of the teacher's pedagogical work, an important factor in improving the quality of education. The control of knowledge assimilation makes it possible to plan the teacher's activities, differentiate testing, exercise systematic control, and combine control over the assimilation of knowledge of weak performers with the elimination of gaps in their knowledge. It must be carried out in accordance with the methodological requirements. A variety of methods, forms of control allows you to more accurately and efficiently assess the knowledge of students.

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