

Проводилось сравнение с ресурсом WordWall по шести критериям, результаты анализа были представлены в сводной таблице.

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### **CRITERIA-BASED ASSESSMENT AS A NEW PEDAGOGICAL TECHNOLOGY**

Criteria-based assessment is a process based on comparing the educational achievements of students with clearly defined, collectively developed criteria that are known in advance to all participants in the process, corresponding to the goals and content of education, contributing to the formation of educational and cognitive competence of students. The criteria-based assessment approach stimulates and motivates students to achieve success, forms the actions of self-control and self-assessment, helps to learn from their mistakes and determines the presence of certain student skills. To achieve "learning independence", control and evaluation work, the

independence of the child, that is, the readiness and ability to control and evaluate their activities, to identify and eliminate the causes of difficulties that arise, are of particular importance.

There are various ways of assessing in the world: In Norway, Great Britain has a seven-point system for assessing educational achievements in high school. But these systems differ in the form of assessment: in the UK, the letter expression G, F, D, C, B, A is accepted, where G is “bad”, A is “excellent”, and in Norway it is digital: 0-2 points - below average, 3-4 - average, 5-6 - above average, 7 - excellent.

Iceland, Spain, Italy, the Netherlands, Finland are characterized by a 10-point system for assessing educational achievements. In European countries, 10-point is accepted for senior secondary school. In addition, Italy, for example, applies a 100-point system in high school exams (final grades) with a minimum of 60 points. [Шакиров А. А., 2012]

A new stage in the development of school education is associated with the introduction of a competency-based approach to the formation of the content and organization of the educational process. In the current curricula for the 11-year-old school, the content of subjects was restructured on the principles of a competency-based approach, and effective components of the content were developed. For each topic of the program, mandatory learning outcomes are defined - requirements for knowledge, skills of students, which are expressed in various types of educational activities (the student names, gives examples, characterizes, defines, recognizes, analyzes, compares, draws conclusions, etc.) [Указ Президента РК № 1118, 2010].

The results of the educational activities of students at all stages of school education cannot be limited to knowledge, skills and abilities, the goal of training should be the formation of competence as a general ability based on the knowledge, experience and values of the individual [Сабденова У. О., 2016].

Competence as an integrated result of individual learning activities of students is formed on the basis of their mastery of semantic, procedural and motivational components; its level is in the process of assessment.

An integral part of the content of education is an objective and reliable system for assessing the educational achievements of students. In the context of the introduction of a new standard of primary education into the school, there is a fundamental change in the system for evaluating the results of schoolchildren's learning.

What is a grading system? The assessment system is understood as a mechanism for the implementation of control and diagnostic communication between the teacher, student and parents regarding the success of the educational process. The so-called criteria-based assessment appears which makes it possible to fix the dynamics of the individual development of each student [Қараев Ж. А., 2014].

What are criteria? The system of criteria-based assessment allows you to evaluate activities from different angles of view - criteria.

Modern trends in the development of the assessment system as a whole consist in comparing individual student achievements with certain criteria based on a competency-based approach and a new educational paradigm. Based on these approaches, educational standards are compiled that put forward requirements for the introduction of a new criteria-based assessment system into the pedagogical practice of educational organizations.

Criteria are deciphered by indicators, in which (for each specific work) a clear idea is given of how the result of completing a learning task should ideally look like, and assessment by any indicator is a determination of the degree of student's approach to this goal. With proper design of indicators, the student can independently evaluate the quality of his work, which, in turn, stimulates him to achieve a higher result. Each work is evaluated according to a number of criteria and instructions for them. Criteria and instructions are developed in the course of a social contract. Criteria-based assessment performs a feedback function when the student receives information about his successes and failures. At the same time, even the most unsatisfactory results of intermediate work are perceived by the student only as

recommendations for improving their own results [НАО имени И. Алтынсарина, 2013].

In light of the strengthening of the subject position of students in their own education, in addition to standard assessments, alternative forms of assessing student performance, such as portfolio, rating, scale of achievements, as well as various types of self-assessment, are becoming more common.

Student self-assessment sheet in an English lesson:

My participation in the lesson (Мое участие в уроке)

My feelings and emotions during the lesson (Мои чувства и эмоции во время урока)

My difficulties (Мои затруднения)

Valuable thoughts for me from the lesson (Ценные мысли от урока для меня)

In the questionnaires, students emphasize the relationship between positive emotions in the classroom and successful learning of the material.

Due to the differentiation of self-assessment and assessment, the student does not feel flawed, he understands that if something does not work out now, he will be able, with effort and practice, to complete the task later and demonstrate a positive result. Below we can give an example of a self-assessment sheet that we can use in the lesson (Table 1).

**Table 1 – Student self-assessment sheet**

Description of achievement	Poor	fair	good	excellent
I can read and understand the information about				
I can listen and understand the information about				
I can write				
I can speak about				
I can ask and answer the questions about				

Criteria for evaluating verbal detailed answers (monological statements, retellings, dialogues, project work, including groups). Oral responses are evaluated according to five criteria:

1. Content (observance of the volume of the statement, compliance with the topic, reflection of all aspects specified in the assignment, style of speech, argumentation, and observance of the norms of politeness).

2. Interaction with the speaker (the ability to logically and coherently conduct a conversation, to follow the order when exchanging remarks, to give reasoned and detailed answers to the interlocutor's questions, the ability to start and maintain a conversation, and also to restore it in case of failure: a repeat question, clarification);

3. Vocabulary (vocabulary corresponds to the task and the requirements of this year of language learning);

4. Grammar (the use of a variety of grammatical structures in accordance with the task and the requirements of this year of language learning);

5. Pronunciation (correct pronunciation of the sounds of the English language, the correct placement of stress in words, as well as maintaining the correct intonation in sentences).

Education implies not so much the transfer of knowledge as the comprehensive development of the personality of the student. An effective system of school assessment should provide information about how successful the training is and what students experience difficulties. To do this, when introducing the updated content of education, a system of criteria-based assessment will be used.

Thus, it is planned to introduce new assessment tools: criteria, multi-level tasks, descriptors, levels of educational achievements, scores, assessments, etc. - this will significantly expand the capabilities of the teacher and students in learning and assessment.

Organizing educational activities, the teacher must consciously and purposefully form the student's self-esteem. It is important to give children the opportunity to do something they can be proud of.

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ТІЛІНЕН ҚАШЫҚТЫҚТАН БІЛІМ БЕРУ ТИІМДІЛІГІ**