

түсіндіруге атсалысатын боламын. Көптілді білім беру бағдарламасы аясында үштілді меңгеру тәжірибесін жинақтап, әлемдік деңгейге көтерілуіміз керек. Елдің ертеңі өресі биік, дүниетанымы кең, кемел ойлы азаматтарын өсіру үшін бүгінгі ұрпаққа ұлттық рухани қазынаны әлемдік озық ой-пікірімен ұштастырған сапалы білім мен тәрбие берілуі қажет деп ойлаймын.

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PROBLEMS OF DEVELOPMENT OF TEST MATERIALS IN ENGLISH FOR QUALITY ASSESSMENT OF EXTRACURRICULAR ACTIVITY OF PRIMARY SCHOOL LEARNERS

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Annotation. The purpose of this article is to analyze the available control and measurement materials for middle school students. The author examines extracurricular activities and their importance in teaching foreign languages, analyzes the concept of "control and measuring materials". Describing the main results of the study, the author describes the existing control and measuring materials for schoolchildren, their content, principles, and problems in their use.

Keywords: extracurricular activities; additional education in a foreign language; measurement and control materials; Olympiad in the English language; the quality of teaching younger students.

Sufficient efficiency of mastering the English language occurs after the introduction of teaching a foreign language as a compulsory subject in educational institutions. State general education standards have put forward general requirements for mastering a foreign language, which ensures the uniformity of educational programs, curricula and requirements for the level of mastery of the discipline. The activity nature of this standard sets the main goal of personality development, which is achieved through the implementation of personal, meta-subject and objective results. When familiarizing with the culture of another country, a dialogue of cultures takes place, which develops the student's personal quality, his tolerance.

Knowledge of a foreign language is a requirement of a rapidly developing world, it is not surprising that learning English at school from the first grade is an obligatory and necessary process in our country in order for Kazakhstan to compete in the international arena. The Ministry of Education and Science describes the requirements for mastering it for secondary school students as follows: 1) the acquisition of communication skills based on their speech abilities and needs; the ability to maintain a conversation on various topics; mastering the rules 2) mastering linguistic concepts necessary for mastering at the B1 level oral and written speech in a foreign language, expanding linguistic horizons.

By the end of their studies at secondary school, it is planned to achieve the all-European level of training in a foreign language (English) (level B1) by students. This level enables the graduates of the primary school to use a foreign language to continue their education at the senior level in the complete secondary school, in special educational institutions, and for further self-education. Teaching a foreign language in basic secondary school has its own characteristics in connection with the puberty period of children, therefore, the establishment of trusting relationships is an important psychological component of the lesson for an effective educational process.

To achieve the above results, it is necessary to enrich the educational process with various organizational forms, such as extracurricular activities. The participation of children in sections, clubs, in organizations of social practice refers to extracurricular activities that help not only to identify the individual abilities of children, but also to constantly develop them. Currently, one of the acute problems is the development of materials, with the help of which it will be possible to assess not only the theoretical skills of the student, but also the ability to apply knowledge in practice as well. The use of such materials can show the quality of teaching. Whole teams of scientists are engaged in the development of control and measuring materials (CMMs) in foreign languages under the guidance of such methodologists as M.V. Verbitskaya, E.N. Solovova, M.Z. Biboletova, O. V. Afanasyev [1, 50]. The development of control and measuring materials is hindered by the fact that all materials must meet state educational requirements and be reliable, but also create conditions where it is possible to apply knowledge in practice. As already noted several times, when creating control and measuring materials, the student's ability to apply knowledge in practice should not be overlooked.

Extracurricular activities and additional education, despite many similarities, are still considered different concepts. Extracurricular activities are educational activities aimed at achieving planned results and differing from the standard form of classroom activities. Extracurricular activities are carried out with the aim of using the acquired knowledge in practice, much attention is paid to consolidating the learned material.

Additional education (AE) does not replace extracurricular activities and has its own characteristics. It should be noted that additional education is characterized by the all-round development of a person in the educational sphere and an increase

in the level of knowledge of students. To master the skills of writing, reading, speaking and listening, it is considered insufficient only to conduct English lessons at school and extracurricular activities. In this case, additional education helps to improve the skills and abilities of a foreign language and gives more opportunities to apply knowledge in practice. Moreover, preschool and extracurricular activities increase student motivation and interest in learning English. [2, 89]. AE complements school and extracurricular activities.

One of the essential problems is the assessment of the quality of additional education. DLs do not have well-defined standards, which makes it difficult for students to assess. It is also considered an important factor that parents who are consumers of educational services want to know about the quality and reliability of additional education. Hence, it becomes necessary to develop a model for assessing such education. The participation of schoolchildren in subject Olympiads is one of the ways to assess learning outcomes. The competitive nature of the Olympics increases the motivation of students for further learning a foreign language.

As noted above, the structure of additional education must meet the state educational requirement. Language proficiency is tested using the European Scale of Language Proficiency (CEFR). I analyzed CMMs for secondary school students of several groups, in particular, test material for textbooks under the guidance of M.Z. Biboletova, O.V. Afanasyeva, as well as materials from the British Bulldog International Olympiad [3, 65].

Test materials developed by G.G. Kulinich as an element of the teaching and learning method under the leadership of M.Z. Biboletova, cover all the material and all the steps provided for in the programs. They provide testing of lexical and grammatical skills, reading and listening. Among the tasks presented are tasks for choosing the proposed language element, choosing the correct preposition, tasks for transforming the syntactic structure, choosing an extra word, etc. [4, 78]. Diagnostic work, which is an addition to the teaching materials of O.V. Afanasyeva, offer a wider range of measurable skills and abilities, phonetic skills are added here, as well as writing, speaking and sociocultural knowledge. That is, testing here is more complex [5, 90]. However, one of the problems can be attributed to the fact that both CMMs affect the content of a particular textbook, and therefore are not universal enough.

It should be noted that the test materials of the international competition (British Bulldog), despite the fact that they are intended for schoolchildren of 5-6th grades, have increased complexity, which significantly reduces the choice of students for the Olympiad. Reading and listening tasks include answering questions about the text using complex grammatical structures. The test of sociocultural knowledge is also carried out. Lexical and grammatical tasks are given as a standard test with one or more correct answers. [6]

The development of control and measuring materials presents a certain methodological difficulty for teachers in view of the fact that the learning outcomes are set by the teacher, and competencies are formed in the students. The

peculiarity of competencies is that they are formed not only in the learning process, but also by the entire socio-cultural environment of an educational institution. This means that the components of the environment also act as objects of control and assessment along with the learning outcomes. The use of visual materials is necessary in a foreign language lesson for a successful understanding of the topic and for consolidating new lexical material. Visual aids help students associate a specific subject and words in English, which greatly facilitates education and helps them learn more quickly.

Taking these factors into account, we came to the conclusion that when developing CMMs for middle school students, it is necessary to adhere to the following principles. First, the competence-based approach to assessment. It involves taking into account the language level and the availability of tasks that offer the practical application of language material with the solution of a communicative task. Secondly, the use of visual materials for a more successful English lesson. Thirdly, the principle of taking into account the sequence of the formation of communicative actions.

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ДАМЫҒАН ЗАМАНДАҒЫ ТІЛДІК ҚАРЫМ-ҚАТЫНАС ЖӘНЕ ОНЫҢ АДАМ ӨМІРІНДЕГІ МАҢЫЗЫ

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