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## CONDITIONS FOR EFFECTIVE IMPLEMENTATION OF MECHANISM OF RESULTS' ASSESSMENT OF STUDENTS' EDUCATIONAL ACHIEVEMENTS

### *Abstract*

*The conditions for objective control of knowledge and abilities of students in multilingual groups are considered in the article. Authors have revealed a number of conditions for effective implementation of students' educational achievements monitoring. The main groups of conditions for effective implementation of students' educational achievements monitoring are considered in detail.*

**Keywords:** monitoring, educational achievements, subjective interaction

**Ключевые слова:** контроль, учебная успеваемость, индивидуальное взаимодействие

Several main directions of education modernization in particular development of national system of education quality assessment, system of intermediate state control of higher education institutions' students, system of measures for the state certification of university graduates etc. are presented in the Government's program of the Republic of Kazakhstan for reforming of education for 2000 - 2015. For this purpose it is necessary to create conditions for objective control of knowledge and abilities of students, monitoring and diagnostics of training quality. Mechanisms of effective management of educational systems and assessment of education quality are pedagogical monitoring, pedagogical diagnostics, control of knowledge and abilities of students which can be carried out by various methods.

Work on creation of conditions for effective implementation of the mechanism of results' assessment of students' educational achievements in the multilingual education are carried out on different faculties of higher education institutions. Comparison of results of mechanism implementation of results' assessment of students' educational achievements on different faculties allows us to formulate a number of conditions for effective implementation of student's educational achievements monitoring.

**The first group** of conditions is aimed on providing favorable emotional and psychological climate on the lessons for positive perception by students of monitoring results of educational achievements which are used further for adoption of administrative decisions. They are:

- organization the subject - subject interaction of the teacher and students;
- creation of success situations on the basis of monitoring results;
- possibility to choose the form of reporting according to the results of studying the subject, part.

According to I.A. Zimnyaya [3, 280] for providing subject - subject interaction the teacher, working with group of students, has to set a pedagogical task of formation of this group as cumulative subject whose educational efforts also have to be directed to achievement of a common goal, to establishment of psychological contact between all participants of interaction. Such contact is possible as a result of the people's condition community caused by their mutual understanding and connected with mutual interest and trust to each other of the interacting parties. Contact is realized and endured by subjects as the positive factor supporting interaction. All personal properties of subjects of interaction are most fully shown in the conditions of contact; the fact of its establishment brings them intellectual and emotional satisfaction from occupation. In other words, internal mechanisms of contact are the emotional and intellectual empathy, assistance. The emotional empathy of educational interaction subjects is the background, and main mechanism of contact. It should be noted that the emotional empathy as the mechanism of contact is caused, first of all, by personal features of the interacting subjects, the importance of interaction subject, the relation of the parties to this process. It provides mutual understanding and a community, coherence of interaction.

Other mechanism of the original subject - subject interaction on occupations represents cognitive assistance determined by an inclusiveness of both parties in the same active work of consideration of this or that problem. Realization of this mechanism is possible only at a dialogical way of communication between the teacher and students.

The teacher on occupations provides internal conditions of interaction emergence by manifestation of sincere, original respect for students and tolerances. Important external manifestations is

the behavior of the teacher: an attention pose, the intense, a little directed forward position of a body, views and gestures of approval, deduction of pauses, necessary for reflection, etc.

Such style of interaction allows removing the increased uneasiness at students arising at estimation of their achievements, to establish the working atmosphere on occupations at which supervision over activity of students became more productive due to more natural behavior of students and favorable climate for manifestation of creative activity.

The second important condition is creation of success situations on the basis of monitoring results, for start of the stimulation mechanism to the new achievements. According to A.S. Belkina "a success situation can become some kind of triggering mechanism of the personality's further movement".

From the point of view of the success analysis as experiences of a pleasure condition, satisfaction from the fact that the result for which the personality strove in the activity or has coincided with her expectations, hopes (with the level of claims), or has surpassed them, assumes a possibility of formation on the basis of this condition of satisfaction steady feelings, formation of new motives of activity, change of a self-assessment level, self-esteem.

On the lessons there are such methods of a success situation creation as "removal of fear", "advancing", "personal exclusiveness", "pedagogical suggestion" and, of course, "appreciation of details". The last reception has the greatest value at the organization of educational achievements monitoring of students. The instruction on strengths of work allows students to perceive better noted areas for improvement, motivates them on elimination of shortcomings.

**The second group** of conditions is aimed at the organization of multichannel feedback between subjects of educational process:

- pedagogical maintenance of independent work of students;
- ensuring efficiency of information exchange, interactive dialogue between the teacher and the student;
- inclusion of elements peer-and self-estimations of students.

Independent work of students is important for professional training. The amount of time which is taken away for independent work agrees educational methodically to a complex equals to a number of classroom work hours. Training quality of experts significantly depends on the competent organization of students' independent work. There are shown motivation and also organization, independence, self-checking and other personal qualities.

**The third group** of conditions is connected with ensuring monitoring of professional competence level of the teacher, sufficient for implementation. At realization of students' educational achievements monitoring the teacher has to:

- to own information technologies, to use the software for monitoring data processing;
- to own methods of students' personal qualities diagnostics, motives and success of their educational activity;
- to own methods of work in groups organization, moderatings, discussions, etc. to carry out in educational process of a role of the consultant, moderator, tutor;
- to constantly analyze efficiency of the pedagogical activity, to be aimed at continuous improvement of educational process on the basis of the students' educational achievements given monitoring.

At realization of competence approach on the lessons on the first plan there are not so much subject knowledge and erudition of the teacher how many his ability and ability to organize work of students, to establish cooperation in groups, competently casting to start self-education mechanisms. The teacher on the lessons has to accompany and support more activity of students, than direct educational process. The position of the teacher changes on the teacher's position - the consultant, the teacher-moderator and the teacher-tutor.

On the lessons at the organization of group or debatable work to carry out the included supervision as one of the most important estimated procedures of educational achievements monitoring, the teacher needs to play a role of the moderator. Moderating - the activity directed to disclosure of student's potential opportunities and his abilities.

For implementation of continuous correction on the basis of educational achievements monitoring data the teacher needs also to accept a role of the teacher-tutor. The tutor carries out pedagogical maintenance of students. Playing a role of the tutor, the teacher analyzes the available achievements of each student, his cognitive interests, educational strategy, formation level of a professional position and

develops special exercises and tasks, thinks over ways of motivation for each student or group of students, offers the directions of design activity for the best disclosure of students' abilities, fixing of their achievements. The main objective of the teacher as the tutor - to help students to receive the maximum return from educational activity, to maintain their interest in learning at an extent of studying of all discipline, to involve them in quality management of the preparation, using for this purpose all means of feedback (by personal contacts and remotely).

**The fourth group** of conditions is aimed at ensuring monitoring with organizational methodical and technical resources of realization:

- functioning of rating system of educational achievements assessment;
- information and methodical ensuring monitoring of students' educational achievements: publicity and availability of estimation criteria;
- ensuring access of students to the Internet.

The rating system of an assessment is the most adequate instrument of students' educational achievements monitoring for display of their progress in studying.

Necessary condition of effective work of rating system - its transparency and publicity. This condition assumes participants' high knowledge of educational process.

Evaluation criteria on all estimated procedures also have to be available to students. Bringing to data of estimation criteria makes clear for the student how his work is estimated.

Ensuring access of students to the Internet belongs to organizational conditions of effective realization of educational achievements monitoring. For example, at Karaganda state university in electronic resources room students have an opportunity to get access, including, and to an electronic rating, and to e-mail. It creates equal conditions for all students, regardless of their material security.

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#### **THE TENDENCY OF BILINGUAL EDUCATION IN MODERN SCHOOL IN KAZAKHSTAN**

##### ***Abstract***

*This article deals with the tendency and role of bilingual education in modern school in Kazakhstan. Nowadays the interest in bilingual education grows in Kazakhstan. The purpose of such education is formation of the bilingual persons capable freely to carry out communicative operations in two languages in all without exception life situations. In comparison with many other countries where there is an acculturation of the personality, in Kazakhstan both languages are demanded and fully function.*

**Key words:** bilingual, education, multicultural, ethnic and cultural.

**Ключевые слова:** билингвальный, образование, многокультурный, этнокультурный.