



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»



12th April 2018, Astana

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ**

**Студенттер мен жас ғалымдардың
«Ғылым және білім - 2018»
атты XIII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ**

**СБОРНИК МАТЕРИАЛОВ
XIII Международной научной конференции
студентов и молодых ученых
«Наука и образование - 2018»**

**PROCEEDINGS
of the XIII International Scientific Conference
for students and young scholars
«Science and education - 2018»**

2018 жыл 12 сәуір

Астана

УДК 378

ББК 74.58

Ғ 96

Ғ 96

«Ғылым және білім – 2018» атты студенттер мен жас ғалымдардың XIII Халықаралық ғылыми конференциясы = XIII Международная научная конференция студентов и молодых ученых «Наука и образование - 2018» = The XIII International Scientific Conference for students and young scholars «Science and education - 2018». – Астана: <http://www.enu.kz/ru/nauka/nauka-i-obrazovanie/>, 2018. – 7513 стр. (қазақша, орысша, ағылшынша).

ISBN 978-9965-31-997-6

Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

УДК 378

ББК 74.58

ISBN 978-9965-31-997-6

©Л.Н. Гумилев атындағы Еуразия
ұлттық университеті, 2018

different stages of the process;

The most well-known cycle is shown in the influential model of Kemmis and McTaggart (1988), which includes PLAN→ACT→OBSERVE→REFLECT; then plan for the next cycle.

2. Participative-the customers and informants are involved as accomplices, or at least active participants to some extent, in the research process.

There may be a genuine partnership amongst researcher and others, so the distinction between them may effectively vanish.

On the occasion researcher maintains a separate role, participation is usually limited to being involved as an informant.

3. Qualitative (and quantitative)- it deals more with language than with numbers;

4. Reflective- critical reflection upon the process and outcomes are important parts of each cycle.

To conclude, it seems to be clear that employing Action Research in nowadays Kazakhstan's educational process is vital for improving the quality of teaching and learning. The results of the seven-stepped process may effect on students' and teachers' motivation and self-development level.

References:

1. Bassegy, M. Action research for improving educational practice in Halsall, R. Teacher Research and school improvement. Buckingham- Philadelphia: Open university press, 1998, p.93
2. Borg, W. Applying educational Research: A practical guide for teachers.// NY, Longman, 1981, p. 313
3. Dick, B. A beginner's guide to action research, 2000, p. 2
4. Kaliyeva, M.D., Nurtayeva, G. Action research as the new approach to solve problems in teaching process//News of Science and Education, 2017, №8 (56), p. 40
5. Sagor, R. Guiding School Improvement with Action Research//Association for Supervision and Curriculum Development, Alexandria, VA, 2000, p. 3, p.5
6. Айтжанова, А.М., Емкулова, Г.Р. Роль ActionResearch в повышении качества учебного процесса//Молодежный Научный форум: Гуманитарные Науки, 2014 №5 (12), с. 102
7. Тайтанова Н.К., Тайтанова С.И. Размышления о проведении «Actionresearch» во время практики в школе//Школа Мастеров, 2014, №1 (72), с.92

UDC 378.147:811.111

IMPORTANCE OF USING ALTERNATIVE METHODS OF ASSESSMENT IN FOREIGN LANGUAGE CLASSROOM

Kabylgazy Anar

anar.kablgazi@mail.ru

2nd year master student in "Foreign Languages: Two Foreign Languages"

L.N.Gumilyov ENU, Astana, Kazakhstan

Scientific supervisor – A.M. Abdykhalykova

Most traditional assessments in education are based on a student's capability to recall what they have learned in their classrooms using traditional teaching methods. It was observed that this form of assessment does not encourage a student to think or innovate. Nor did it prompt students to apply what they have learnt to a particular situation and come up with solutions. In other words, students' thinking capabilities did not get challenged and they did not bring out their best in terms of applying a learnt knowledge. This is what has led educationists and researchers to come up with alternative assessments and it have become important in today's context of education.

Many teachers would agree that their goal is to teach their students how to use the language in meaningful, real life situations. If the goal is to develop communicative language skills, then teachers should be able to assess a student's performance using those skills. The essence of a

performance assessment is that students are given the opportunity to do one or more of the following: demonstrate their ability, perform a meaningful task. Alternative assessment methods have proven to be a comprehensive tool for testing language learners, especially at university level. Teachers have once again been given an opportunity to show how they do assessment in their classrooms on an everyday basis. Consequently, this collection of teachers' contributions looks more like assessment activities than like tests because they are thoroughly integrated into the language teaching and learning processes. Each activity provides scoring and feedback that enlightens both students and teachers about the effectiveness of the language learning and teaching involved. Alternative assessments, also referred to as performance tests or authentic assessments, are used to determine what students can and cannot do, in contrast to what they do or do not know. In other words, an alternative assessment measures applied proficiency more than it measures knowledge. Typical examples of alternative assessments include portfolios, project work, and other activities requiring some type of rubric. More than 100 activities offer alternative ways of doing assessment organized around methods, feedback perspectives, task-based assessment, classroom chores, written skills, and oral skills.³, [22]

Alternative methods of assessment is not a paper and pencil test. Rather, it is an interactive process between the teacher and the student. Assignments are based on real life experiences. Most importantly, students are given grading criteria beforehand so that they know exactly how they will be assessed. It is designed to understand what a student can do rather than what he or she knows. They are termed as authentic assessments that measure their proficiencies linked to their knowledge application. It brings out the proficiencies of students through designated projects, portfolios and activities. In many ways, alternative assessments are also said to be more inclusive. Students are requested to do the following during the alternative assessments:

- Complete an assigned task that is meaningful;
- Prove their proficiency through demonstrations;
- Bring out the knowledge gained.

In today's learning environment, there are many different educational mediums that can challenge the development of a portfolio. Utilizing portfolio assessments, students will be able to show a comprehensive correlation between skills taught and learned over an entire grading segment. A portfolio assessment is typically initiated right at the beginning of the class and is introduced with the core curriculum. The idea is to compile representations of both progress that is forming for a student on a given skill as well as a cumulative assessment. It may be difficult to provide a portfolio representation of oral communication or if the class is held virtually through the internet there can be challenges to some of the typical dynamics of portfolio building. Traditional portfolios have been physical documentation of student progress, worksheets and actual class work that reflect lesson plans.

However, there is a great opportunity to create a multi-media portfolio as an option in order to best represent student work. Teachers can consider using a video portfolio or an electronically based representation of a students work in a presentation format. This would also enable for easy electronic transmission of the portfolio information between parents, students and teachers to assess progress at intervals and provide feedback when needed. For example, in the C-TAP portfolio, students not only provide an artifact (or evidence of one if it is not portable) but give a class presentation that is evaluated as part of their project. Records may include transcripts, certificates, grades, recommendations, resumes, and journals. Portfolios also often contain a letter of introduction to the reader from the student explaining why each piece has been included. They may contain career development materials, letters from supervisors or employers, completed job applications, test results, and samples of work products. The contents may reflect academic accomplishment, industrial or career-related accomplishments, and personal skills. Some portfolios are designed to represent the student's best work, others are designed to show how the student's work has evolved over time, and still others are comprehensive repositories for all the student's work. Both the KIRIS portfolios (for writing and mathematics) and the C-TAP portfolios (for a vocational area) are built around a selection of the student's best work. The C-TAP portfolio adds

other types of assessment such as records (a resume) and a work artifact (a writing sample). Portfolios present major scoring problems because each student includes different pieces and this variation makes it difficult to develop.5,[13]

Experts believe that using rubrics will also help students and their teachers improve their quality of work. A rubric is an assessment tool used by teachers to grade their students' work. Rather than giving a single numerical score for the entire assignment, rubrics evaluate the work based on the sum of the scores in a range of criteria. This gives the students the opportunity to evaluate their own work and reflect on what they could have done better, it also fosters the communication between teachers and students. Rubrics use a set of different aspects on what makes a student's work worthy of high grades, the sum of these criteria is the students' final grade for their work. Teachers tell the students beforehand about the rubrics that they will be using to grade their work. The teacher and students will then discuss what criteria gets included and/or excluded from the rubrics; this will give the students a better idea on what kind of work they need to do for high grades. By giving the students a say on how their work gets graded will also empower them, making them focus more on their studies and schoolwork.1,[62]

While not all rubrics are superficial, most have been accused of offering students little feedback in terms of improvement. Rubrics will not work for every instructor, and there are a number of healthy alternatives. Peter Elbow and Jane Danielewic (2009) offer their advice on creating a grading contract. In this, students are able to focus more on their own development rather than using a writing assignment as a means to demonstrate knowledge. While Elbow and Danielewic provide rigid rules as an example for how the grading contracts might function at the classroom level, there are any numbers of way to implement this into your classroom in place of rubrics. You can enhance students' learning experience by involving them in the rubric development process. Either as a class or in small groups, students decide upon criteria for grading the assignment. It would be helpful to provide students with samples of exemplary work so they could identify the criteria with greater ease. In such an activity, the instructor functions as facilitator, guiding the students toward the final goal of a rubric that can be used on their assignment. This activity not only results in a greater learning experience, it also enables students to feel a greater sense of ownership and inclusion in the decision making process.

The use of project-based assessment techniques has continued to grow within education curriculums as resources and concepts beyond traditional testing applications have evolved. There can be extensive value to the student's overall learning process with the addition of project-based learning to supplement standard curriculum material. Often the project-based component of a lesson plans can help to make the concepts relatable for students. Project-based assessments are an opportunity to utilize and measure the higher order thinking skills of students. A project-based assessment will apply multi-faceted skills to be encompassed into a cumulative project. This can be a singular project at the end of a grading period or it can be done at designated intervals throughout the marking period. The intent is to design the project-based assessment to encompass the lesson plans, teacher worksheets and any additional teacher resources which will ultimately provide a physical example of what has been learned and what can be applied by the student. The criteria for the project-based assessment can be as specific or as generic as a teacher designates. A field trip that relates to the course work is potentially a project-based assignment but its effectiveness as an assessment opportunity would require a more direct correlation. Developing rubrics to define the class structure and curriculum design can be an effective means of applying project-based learning skills. Worksheets can help guide a student throughout the process during the semester.8,[703]

Project-based learning (PBL) demands excellent assessment practices to ensure that all learners are supported in the learning process. With good assessment practices, PBL can create a culture of excellence for all students and ensure deeper learning for all. We've compiled some of the best resources from Edutopia and the web to support your use of assessment in PBL, including information about strategies, advice on how to address the demands of standardized tests, and summaries of the research. There are many teacher resources available to help with the development of a project-based assessment plan. From rubrics to lesson plans and study skill suggestions,

effective methods are available to assist educators with the implementation and execution of these techniques. The ability to guide students towards developing an overall understanding of course work is integral to building on the continuous development of skills and classroom experiences. 2,[15]

To conclusion, Assessment is one of the crucial components of the instruction. People within the educational community, i.e. policymakers, educators, students, parents, administrators, have different ideas regarding the implementation of assessment strategies (Dietel, Herman, and Knuth, 1991). 4,[33] While some believe traditional assessment methods are more effective, others think that alternative assessment tools are superior. Alternative assessment is a form of student performance grading that allows for a more holistic approach to student assessment. The traditional form of student assessment involves the average grading of a cumulative set of work for a given time period. With alternative assessments, students are enabled to provide their own responses rather than simply selecting from a given list of options. Alternative assessment can also encompass a portfolio of work to represent an entire use of concepts, similar to the way a traditional final examination is intended to be a cumulative demonstration of material learned over a given time period. As a result, there is no best way to assess distant learners. As discussed earlier, there are pros and cons of both types of assessments. A balanced approach between traditional and alternative assessment is critical. While deciding what assessment strategy to use, instructors need to consider the issues such as content, context, audience. Having clearly defined the objectives, appropriate assessment tools need to be utilized. Depending on the nature of the instruction, a combination of both assessment techniques might be useful. the purpose for using alternative assessments is to assess students' proficiency in performing complex tasks that are directly associated with learning outcomes.

Advantages of Alternative Assessments

- They provide a means of assessing valued skills that cannot be directly assessed with traditional tests.
- They provide a more realistic setting for student performance than traditional tests.
- They focus on student performance and the quality of work performed by students.
- They can be easily aligned with established learning outcomes.
- Process can be costly in terms of time, effort, equipment, materials, facilities, or funds.

Disadvantages of Alternative Assessments

- Process can be costly in terms of time, effort, equipment, materials, facilities, or funds.
- Rating process is sometimes more subjective than traditional exams.

References:

1. Airasian, Peter W. ASSESSMENT IN THE CLASSROOM. New York: McGraw-Hill, 1996.
2. Shephard, Lorrie. "Why We Need Better Assessments." EDUCATIONAL LEADERSHIP 46 (April 1989): 4-9. EJ 387 134.
3. Hancock, C.R. (1994, July). Alternative assessment and second language study: What and why? Retrieved November 15, 2004, from The Center for Applied Linguistics Web site: <http://www.cal.org/resources/digest/hancoc01.html>
4. Rhodes, T. (2009). *Assessing outcomes and improving achievement: Tips and tools for using the rubrics*. Washington, DC: Association of American Colleges and Universities.
5. Arter, J. A., Spandel, V., & Culham, R. (1995). Portfolios for assessment and instruction. ERIC Digest. EDRS NO: ED388890
6. Genesee, F. and Hamayan, E.(1994). Classroom-based assessment. In *Educating Second Language Children*. eds. F. Genesee Cambridge: Cambridge University Press.
7. Huerta-Macias, A. (1995). Alternative assessment: responses to commonly asked questions. *TESOL Journal*, 5(1), 8-11.
8. Smith, K. (1999). Language Testing: Alternative Methods. In *Concise Encyclopedia of Educational Linguistics*, ed. B. Spolsky. Amsterdam: Elsevier.