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### **Assessing learners in Master degree program and measuring its effect**

**Abstract.** The article presents the European, Russian, and Kazakhstani requirements for postgraduates to study academic English. It is noted that the necessity of learning a foreign language in the process of writing research work. The comparison of the evaluation system criteria for postgraduates according to the European and Eurasian National University named after L.N. Gumilyov (ENU) standard, studying the course “Foreign language (professional)” for non-oriented, in terms of motivation and objectivity. The practical tasks are considered the educational-methodical complex in the discipline on the mastering and developing educational cognitive competence, and the achieving necessary results in language learning. The example of two groups shown on practical and independent work, the results applying the current ENU assessment system and the possibility of usage in evaluating other courses of philology.

**Keywords:** assessment, postgraduates, foreign language, measuring system, examination, skills.

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**Introduction.** L.N. Gumilyov Eurasian National University develops intensive international activities within the academic mobility.

One of the factors attracts vast number of students for exchange program of the specially developed English course with focus on the academic writing and the academic communication. “Professional Foreign language (English)” in non-major master’s program specialties institutions of higher education provides formation of a foreign language communication skills in scientific area, situations taking into consideration the specific features of academic and professional thinking of postgraduates during the organization of motivational and cognitive, oriented-research activity. This course assumes, that postgraduates improve communicative skills by using the academic writing, and develop research skills in the particular field of science.

The purpose of learning foreign language of postgraduates for those who do not English as a major discipline. This development of educational and informative competence and formation of positive motivation to studying of language.

T. Nazarenko has noted “there is a question in the organizing conditions of the teaching foreign languages process in a non-major master’s program arises about requirement to explore ways of formation the practical cross-cultural communication skills for candidates for masters in a foreign language applying by interdisciplinary relationships with other subjects studied in the grad school.” [1].

Currently, any postgraduate is required not only English language proficiency, but also have certain competencies (Table 1). “The expert has to be able to estimate the information critically, to predict result in a context of uncertainty and to work in sub-standard situations. Moreover, they have to increase the professional and cultural level gradually, to acquire knowledge directly and indirectly connected with the sphere of professional activity, learn new methods of a research and use foreign language as a means of professional communication.” [2,13 p.].

The aim of the research:

Considering to current system of assessment in English for Specific Purposes teaching in ENU.

The objectives of the research:

1. Comparative analysis of European system of assessment
2. Types of required competence for postgraduates in English for Specific Purposes (ESP) learning
3. Analyze the progress in ESP learning
4. Formulate the practical ESP learning recommendations for postgraduates.



Table 1

**Types of competencies required for a master’s degree in the process of writing research work**

<p>Moscow Automobile and Road Construction State Technical University (MADI) PhD in Education., T.D. Polyakova</p>	<p>Republic of Kazakhstan (Eurasian national university of L.N. Gumilyov)</p>	<p>The University of Warwick, England</p>
<p><u>1. Linguistic subjective competence</u> - teaching students general scientific lexicon and special terminology, their correct usage in the course of research work.</p> <p><u>2. Sociolinguistic subjective competence</u> – ability to define and use valid language forms and means depending on the purpose, a situation and the status of participants of cross-cultural communication.</p> <p><u>3. The discursive subjective competence</u> provides both spoken and written acquired skills to understand and build complete, coherent and logical oral and written statements different genres.</p> <p><u>4 Strategic competences</u> - mastering verbal and non-verbal means of colloquium and written communication typical for process of research.</p> <p><u>5. Sociocultural competence</u>- acquisition by listeners of cultural knowledge of cultural values and the social relations, behavior, installations and norms of communication in the countries of a target language and also ideas of professional culture in the academic sphere of communication.</p> <p><u>6. Social subjective competence</u> - first of all, acquisition by postgraduates of ability to enter communication with native speakers [3,27-28 p.].</p>	<p><u>1. In the system of the speech and communication:</u></p> <p>spontaneously, without experiencing difficulties in selection of words, to express the thoughts; to tell fluency on the general, educational and professional subjects, accurately designating interrelation of the ideas</p> <p>In the system of the speech and communication:</p> <p>spontaneously, without experiencing difficulties in selection of words, to express the thoughts; to tell fluency on the general, educational and professional subjects, accurately designating interrelation of the ideas;</p> <p>- to express ideas with no difficulties by paraphrasing words; communicate without preparation, grammatical mistakes, for no apparent restriction with observed different social roles;</p> <p>- underline personal interest in work, explain and support point of view with evidence</p> <p><u>2. In the part of written and spoken forms of communications postgraduates display readiness and ability:</u></p> <p>- to construct a monological statement in the form of a reasoning on a subject, the analysis, arguments, commenting for the purpose of expression of the personal relation;</p> <p>- to reconstruct a statement on read or listened text according to task taking into account the author of the speech, in communication situation;</p> <p>- to limit the time accorded speakers, to make alternative proposals, to state the main idea on a subject;</p> <p>- to possess specifics of realization of communicative intensions at the verbal and nonverbal level with use of idiomatic expressions;</p> <p>- to summarize and estimate results of a conversation, debate, discussion;</p> <p>- write an essay with elements of discussion;</p> <p>- expound proofs of thoughts, problem, in situations by using various support;</p> <p>- to write the text for presentation report;</p> <p>- considering rules of academic writing, to be able to write thesis and the summary for scientific articles [4,6 p.].</p>	<p>Formulation of research question and derived objectives suitable for the degree and consistent with the time and resource available to conduct the research.</p> <p>The work must be perfectly scoped to carry out in a balanced manner in the time expected to be available.</p> <p>Critically evaluation of the research context, synthesizing ideas from a referenced review of relevant source material.</p> <p>Selection and justification choice of approach taken in research (i.e. research methods) to suit the requirements of the specific research question and to consider risks in carrying out the project appropriately, applying suitable mitigations. Devise and perform an investigation, informed by the findings of previous workers in the field, efficiently utilizing available resources and dealing with problems appropriately.</p> <p>Present findings in the dissertation with clarity, appropriately evaluating the confidence that should be placed in any findings.</p> <p>Demonstration of benefit of work undertaken.</p> <p>Presentation of dissertation must be well-structured with outstanding usage of headings and sub-sections that clearly show the development of a logical argument [5].</p>

Applying for a Master’s degree, candidates have to pass a general test, which includes listening and grammar tasks. These tests cannot assess applicants’ knowledge of academic English, as they are created for middle level of English (pre-intermediate/ intermediate) students. At the stage of qualifying examinations to the Master’s degree, there is a discrepancy of the fundamental knowledge and skills, and the future curriculum. To begin with, it is necessity to review the system of selection of students for the master’s degree program - the results of first examination tests should accurately reflect the level of proficiency of academic English.

It is necessary to understand, that postgraduates of the scientific and pedagogical direction will face such tasks as writing articles in the domestic magazine, underlining the keywords and writing summary in a foreign language. At the same time the situation of writing article in the foreign magazine obligates training of all text article in a foreign language, it can be included in the program only with condition of high level of initial preparation of postgraduates.

Nowadays, not only the problem of academic English knowledge level of postgraduates, but also the question connected with the system efficacy of estimation knowledge is relevant.

If cover the European standard, it involves evaluation in two directions – the academic speech and the academic writing (Table 2).

**Table 2**

**The system of evaluation of undergraduates according to the European standard**

<b>Speaking task result (theoretical part) 30% (10% - 40%)</b>		<b>Writing task result (academic writing) 60% (40% - 100%)</b>	
The basic knowledge on themes	<b>7%</b>	Compliance to the set subject (the ordered number of words) acceptable/unacceptable	<b>5%</b>
Determination of definition	<b>3%</b>	Style	<b>15%</b>
Extended knowledge of theme (examples, differences, explanations)	<b>10%</b>	Structure	<b>10%</b>
Critical thinking	<b>10%</b>	Availability of arguments	<b>20%</b>
		Extended academic English (prof. vocabulary, speech pattern, cohesive device)	<b>10%</b>
<b>Presence – 10%</b>			

According to Table 2 we see the conversational result is estimated at 30%, the academic writing - 60% and is separately estimated presence of the student on occupations – 10%. At the same time, 30% can be received for a theoretical part at compliance to certain requirements; it is related to the academic writing.

In a special course of the academic foreign language of ENU the system of estimation is presented.

Considering the system of assessment system in L.N. Gumilyov Eurasian National University, remarkable reduction of requirements to the academic writing will be revealed which unlike the European standard is reduced to 34%, a theoretical part - 5%. At the same time, assessment for presence became much 39% higher (Table 3).

Table 3

The assessment system of international postgraduate studies

Colloquium result (theoretical part) <b>25%</b> (49% - 74%)	
The basic knowledge of theme	<b>5%</b>
Determination definition	<b>3%</b>
Extended knowledge of theme(examples, differences, explanation)	<b>7%</b>
Critical thinking	<b>10%</b>
<b><u>Presence – 49%</u></b>	
<i>Note: excess/ the insufficient quantity of words or change of the set subject - is estimated from 0% to 5% (owing to expenses of temporary resources)</i>	

In this system of assessment, it is focused on the presence of a postgraduate in disciplines where the teacher explains all features of the academic English and also concentrate on existence and providing independent written works.

In addition, this assessment of the current progress at the rate of “Academic writing” is directed to formation of steady positive motivation to studying English.

It should be noted that while developing a course for a non-professional in L.N. Gumilyov Eurasian National University, some difficulties of the mastering terminological lexicon were studied considered specialty. The corresponding tasks for introduction with the difficult and converted words and schemes on this purpose developed for determination their values and exercise for formation of skills and usage in the speech.

Let’s consider on the example of Unit 2 of the methodology of discipline.

Each Unit is devoted to a certain subject and begins with an object, the purposes and also designates skills which help acquire those tasks which are reflected in Unit. For instance,

**«Theme: Developing a focus**

**Objectives:** learn how to choose a topic; practice narrowing the topic to establish a focus; come up with a working title

**Methodical instructions:** This theme must be worked out during two lessons a week according to timetable and its result can be achieved through extension the use of academic language in speech activity: speaking, reading, writing and listening:

- The formation of listening skills can be developed when using a class video;
  - The development of writing skills must be exercised through self-work tasks;
  - Reading skills should be improved in course of working on training materials the content of which is intended to be understood in full;
  - Speaking skills can be developed through active communication on the Unit’s topics. »
- [4,17 p.].

Each Unit begins with the reference to the video record which in detail shows a topic of the lesson, and by means of questions and tasks to this video the postgraduate has to understand the basic terminological concepts of the academic English. So in this Unit the postgraduate learns to establish correctly a subject of the research, the essay - «Developing a research topic».

All exercises of a lesson are directed to practical assimilation by postgraduates for theme,

tasks are formed from simple to difficult:

«2.1 Look at the following essay titles. Write the numbers 1-9 where you think they should go in the table that follows, according to how general or specific each title is.

1. A comparative analysis of monetary policies in the USA and Japan during the crisis of 2008-2009.

2. Why organic foods are better for the consumer.

3. Three results of global warming in China.

4. The causes of unemployment.

5. The intelligence of intelligent buildings; evaluating current trends and examining what the future holds.

6. The melting poles: the greatest danger from climate change.

7. Herbal medicine and human health.

8. The establishment of the Asian Currency unit; a comparative analysis with the European Currency Unit.

9. The Internet and marketing» [4,19-20 p.].

Most general	General specific	Most specific

Then the tasks afford to formulate practical skills of postgraduates.

«3.1. Add to the list of questions for the following topic, based on the above examples.

*The education system in Argentina*

What problems exist in the Argentinian education system?

How can the Argentinian education system be improved?» [4,21 p.].

Unit designed in particular approach allows postgraduates not only to understand a theoretical part, but also to use mastering skills of the knowledge in practice and to fix it in writing individual works on a particular subject. And in this case presence of the postgraduate in the courses is necessary for his/her own purpose.

When teaching the course “Academic writing” it is necessary to consider not only the level of English which can be a variable in a group of postgraduates. In this case, teachers should acquire the system of estimation.

Stepanova M.M. states that “criterion qualities of the higher education, formation of competences and competence of graduates. However, standards of higher educational institutions constantly change for the purpose of improvement of educational purposes, but methods of assessment of quality of teaching have to change dynamically” [6,47 p.]. According to the State program of development of education in the Republic of Kazakhstan for 2005-2010 approved by the President Decree of Kazakhstan on October 11, 2004 No. 1459 it provides the system of the higher and postgraduate education conditions on accession of Kazakhstan to Bologna Process will be created instead of the traditional system of the organization of educational process, the credit system of teaching which stimulates active individual work of students is introduced, providing selectivity an individual educational trajectory and mobility. Moreover, it organizes high level of the academic freedom of bachelors, postgraduates and PhD candidates, promotes recognition of documents on education in world educational area [7,102-107 p.].

Will consider the system of evaluation on the example of 2 groups, which clearly demonstrates language level at postgraduates.

If to consider the first current control (CC1) on the example of performance of independent written works in both groups (Table 4-7), then we will notice that the level of knowledge is higher in group No. 1. The same trend is also observed on the second current control (CC2).

Table 4

Independent writing task of group 1

Weeks							CC1	Weeks								CC2
1	2	3	4	5	6	7		8	9	10	11	12	13	14	15	
n.c.	53	85	87	83	85	75	78	80	88	85	55	75	85	88	n.c.	79,43
n.c.	30	70	70	70	72	75	64,5	75	78	77	65	75	75	75	n.c.	74,29
n.c.	55	75	75	70	72	95	73,67	95	93	93	94	95	75	90	n.c.	90,71
n.c.	53	80	80	80	81	80	75,67	80	82	81	100	90	80	75	n.c.	84
n.c.	30	73	a	75	78	70	54,33	70	73	72	72	75	75	75	n.c.	73,14
n.c.	60	80	80	10	81	95	67,67	95	95	95	94	95	95	95	n.c.	94,86
n.c.	53	75	73	70	72	70	68,83	70	73	71	94	95	80	75	n.c.	79,71
n.c.	90	90	90	90	95	97	92	97	97	97	100	95	90	97	n.c.	96,14
n.c.	60	77	80	75	80	85	76,17	85	90	90	95	95	85	80	n.c.	88,57
n.c.	90	90	90	90	95	97	92	97	97	97	85	97	90	97	n.c.	94,29
n.c.	55	70	73	70	70	78	69,33	78	80	81	94	94	75	75	n.c.	82,43
n.c.	60	78	19	80	81	90	68	90	92	92	a	90	85	85	n.c.	76,29
n.c.	a	65	65	60	60	55	50,83	a	60	85	65	75	75	67	n.c.	61
n.c.	53	75	73	7	70	75	58,83	75	78	77	100	80	80	75	n.c.	80,71
n.c.	60	80	80	70	82	80	75,33	80	83	87	100	88	80	75	n.c.	84,71
n.c.	90	90	90	90	95	97	92	97	97	97	100	96	96	97	n.c.	97,14

Table 5

Practical tasks of group 1

Weeks							CC1	CC1 Total	MIC1	RI	Weeks								CC2	CC2 Total	MIC 2	R2	RA	Exam.	%	Alphabetical	In points
1	2	3	4	5	6	7					8	9	10	11	12	13	14	15									
n.c.	53	85	87	83	85	75	78	78	75	76,5	80	88	85	55	75	85	88	n.c.	79,43	79,43	85	82,21	79	82	80	B	3.0
n.c.	30	70	70	70	72	75	64,5	64,5	75	69,75	75	78	77	65	75	75	75	n.c.	74,29	74,29	85	79,64	75	72	74	C+	2.33
n.c.	55	75	75	70	72	95	73,67	73,67	95	84,33	95	93	93	94	95	75	90	n.c.	90,71	90,71	90	90,36	87	90	88	B+	3.33
n.c.	53	80	80	80	81	80	75,67	75,67	80	77,83	80	82	81	100	90	80	75	n.c.	84	84	80	82	80	75	78	B-	2.67
n.c.	30	73	a	75	78	70	54,33	54,33	70	62,17	70	73	72	72	75	75	75	n.c.	73,14	73,14	80	76,57	69	60	65	C+	2.0
n.c.	60	80	80	83	81	95	79,83	76,18	95	85,59	95	95	95	94	95	95	95	n.c.	94,86	94,86	95	94,93	90	97	93	A-	4.0
n.c.	53	75	73	70	72	70	68,83	68,83	70	69,42	70	73	71	94	95	80	75	n.c.	79,71	79,71	85	82,36	76	50	66	C	3.33
n.c.	90	90	90	90	95	97	92	92	97	94,5	97	97	97	100	97	90	97	n.c.	96,43	96,34	97	96,67	96	97	96	A	4.0
n.c.	60	77	80	75	80	85	76,17	76,17	85	80,58	85	90	90	95	95	85	80	n.c.	88,57	88,57	80	84,29	82	90	85	B+	3.33
n.c.	90	90	90	90	95	97	92	92	97	94,5	97	97	97	85	97	90	97	n.c.	94,29	94,29	97	95,64	95	97	96	A	4.0
n.c.	55	70	78	70	70	78	70,17	69,92	78	73,96	78	80	81	94	95	75	75	n.c.	82,57	82,53	85	83,76	79	85	81	B	3.0
n.c.	60	78	19	80	81	90	68	68	90	79	90	92	92	a	90	85	85	n.c.	76,29	76,29	85	80,64	80	87	83	B	3.0
n.c.	a	65	65	60	60	55	50,83	50,83	55	52,92	a	60	87	65	75	75	85	n.c.	63,86	63	85	74	63	30	0	F	0.0
n.c.	53	73	73	74	70	75	69,67	66,42	75	70,71	75	78	77	100	80	80	75	n.c.	80,71	80,71	80	80,36	76	85	80	B	3.0
n.c.	90	80	80	70	82	80	80,33	78,83	80	79,42	80	83	87	100	88	80	75	n.c.	84,71	84,71	85	84,86	82	85	83	B	3.0
n.c.	90	90	90	90	95	97	92	92	97	94,5	97	97	97	100	97	96	97	n.c.	97,29	97,24	97	97,12	96	97	96	A	4.0

Table 6

Independent writing task of group 2

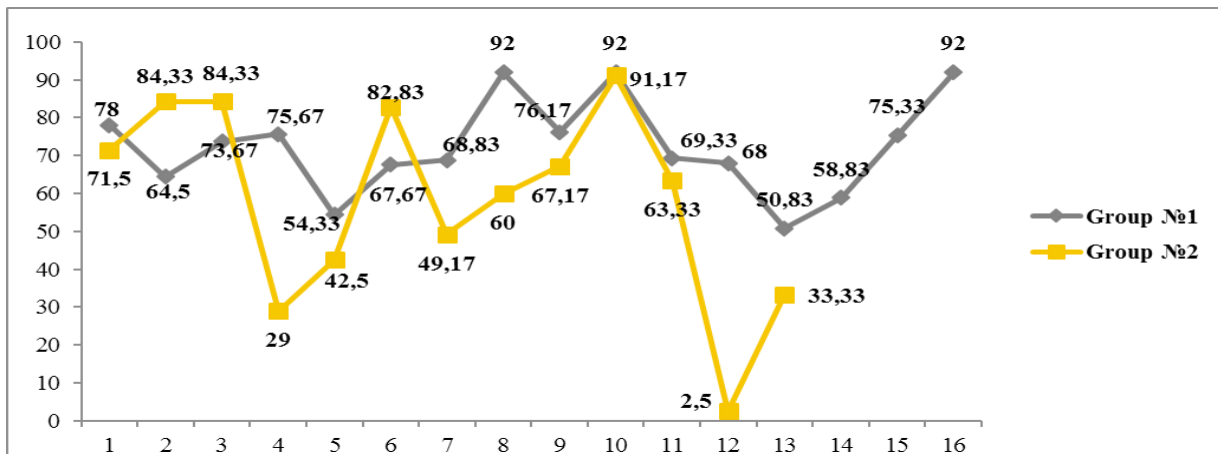
Weeks							CCI	Weeks							CC2	
1	2	3	4	5	6	7		8	9	10	11	12	13	14		15
n.c.	70	60	70	75	79	75	71,5	78	75	75	76	75	80	85	n.c.	77,71
n.c.	85	55	85	90	96	95	84,33	85	95	95	a	72	85	90	n.c.	74,57
n.c.	85	55	85	90	96	95	84,33	85	95	95	a	70	85	90	n.c.	74,29
n.c.	a	a	55	a	49	70	29	a	70	70	65	74	a	75	n.c.	50,57
n.c.	a	15	55	50	70	65	42,5	70	65	a	65	75	70	75	n.c.	60
n.c.	40	90	90	90	92	95	82,83	85	95	95	92	90	88	90	n.c.	90,71
n.c.	45	50	65	a	60	75	49,17	78	75	75	70	a	75	85	n.c.	65,43
n.c.	55	15	70	70	75	75	60	75	78	78	60	75	78	90	n.c.	74,86
n.c.	a	70	78	85	80	90	67,17	80	90	90	a	73	75	80	n.c.	69,71
n.c.	75	100	92	90	95	95	91,17	85	95	95	80	80	90	90	n.c.	87,86
n.c.	15	75	65	75	75	75	63,33	78	75	75	85	90	80	75	n.c.	79,71
n.c.	15	a	a	a	a	a	2,5	a	a	a	a	a	a	a	n.c.	0
n.c.	15	a	60	a	60	65	33,33	70	75	65	68	75	70	75	n.c.	71,14

Table 7

Practical tasks of group 2

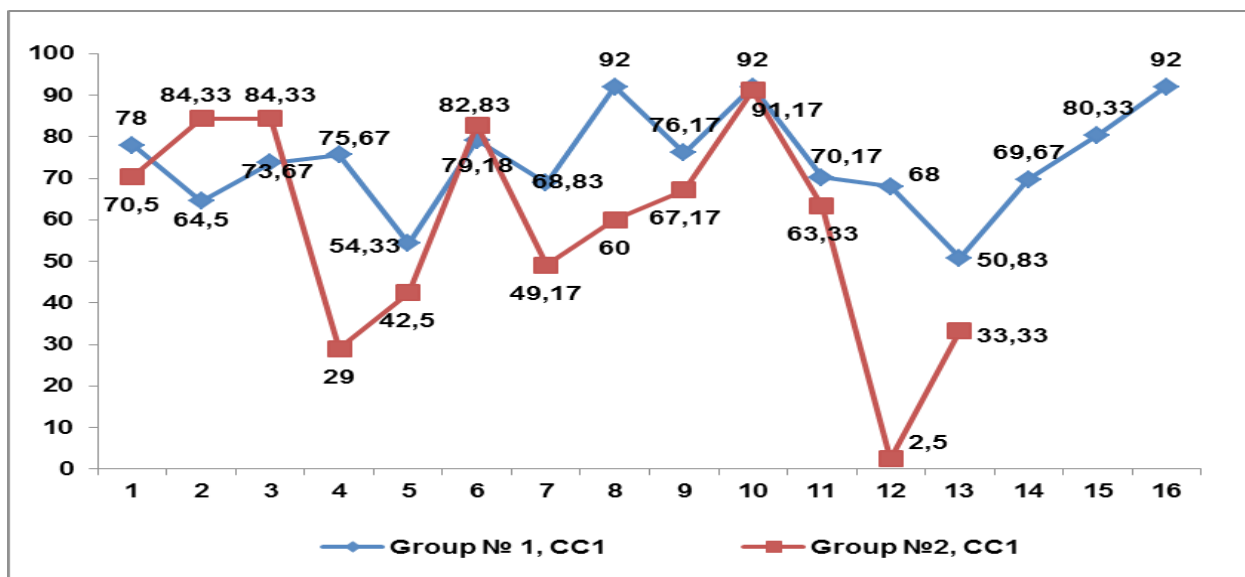
Weeks							CCI	CCI Total	MIC1	RI	Weeks														CC2	CC2 Total	MIC2	R2	RA	Exam.	TOTAL MARK		
1	2	3	4	5	6	7					8	9	10	11	12	13	14	15	16	17	18	19	20	21							22	23	24
n.c.	70	60	70	75	73	75	70,5	70,5	75	72,9	78	75	75	76	75	80	80	75	76,75	77,04	78	77,52	75	80	77	B-	2,67						
n.c.	85	55	85	90	96	95	84,33	84,33	95	89,67	85	95	95	a	72	85	90	90	76,5	75,92	95	85,46	88	97	92	A-	3,67						
n.c.	85	55	85	90	96	95	84,33	84,33	95	89,67	85	95	95	a	70	85	90	87	75,88	75,4	90	82,7	86	97	90	A-	3,67						
n.c.	a	a	55	a	49	70	29	29	70	49,5	a	70	70	65	74	a	75	73	53,38	52,53	74	63,27	56	75	64	C-	1,67						
n.c.	a	15	55	50	70	65	42,5	42,5	65	53,75	70	65	a	65	75	70	76	70	61,38	60,96	72	66,48	60	70	64	C-	1,67						
n.c.	40	90	90	90	92	95	82,83	82,83	95	88,92	85	95	95	92	90	88	75	90	88,75	89,34	90	89,67	89	97	92	A-	3,67						
n.c.	45	50	65	a	60	75	49,17	49,17	75	62,08	78	75	75	70	a	75	75	85	66,62	66,27	80	73,13	68	88	76	B-	2,67						
n.c.	55	15	70	70	75	75	60	60	75	67,5	75	78	78	60	75	78	85	80	76,12	75,74	80	77,87	73	90	80	B	3,0						
n.c.	a	70	78	85	80	90	67,17	67,17	90	78,58	80	90	90	a	73	80	80	80	71,62	71,05	85	78,03	78	85	81	B	3,0						
n.c.	75	100	92	90	95	95	91,17	91,17	95	93,08	85	95	95	80	80	90	90	90	88,12	88,04	90	89,02	91	97	93	A-	3,67						
n.c.	15	75	65	75	75	75	63,33	63,33	75	69,17	78	75	75	85	90	80	80	85	81	80,61	85	82,81	76	80	78	B-	2,67						
n.c.	15	a	a	a	a	a	2,5	2,5	a	1,25	a	a	a	a	a	a	a	a	0	0	a	0	1	non-admission	0	F	0,0						
n.c.	15	a	60	a	60	65	33,33	33,33	65	49,17	70	75	65	68	75	70	85	75	72,88	72,36	80	76,18	63	85	72	C+	2,33						

If to consider the first current control (CC1) on the example of performance of independent written works in both groups (Diagram 1), then we will notice that the level of knowledge is higher in group No. 1. The same trend is also observed on the second current control (CC2).



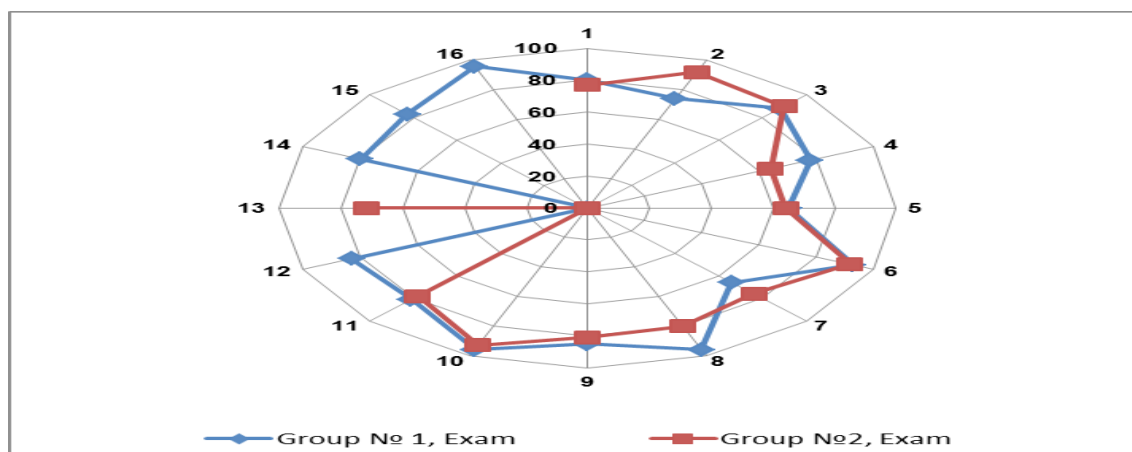
**Diagram 1. Comparing assessment indicators of both groups for the first current control (CC1) for individual written work**

When considering the estimated indicators for practical exercises in both groups for the first current control (Diagram 2), there is also a prevalence of Group 1, this trend continues in the second current control



**Diagram 2. Comparison of the estimated indicators of both groups for the first current control (TC1) for practical exercises**

By comparing examination assessment, we see approximately identical situation in both groups (Diagram 3): 25-30% of postgraduates which showed the knowledge perfectly well, 39-50% which received rating “B”, “B-” “B” (well), 19-23% - rating “C”, “C-”, “C+” (well), 6-8% - the rating of “F” are observed (unsatisfactory). At the same time, there are no postgraduates who received the rating of “D+”, “D” (it is satisfactory or 50-59%).



**Diagram 3. Comparison of estimated figures for examination both groups**

*Note: in group No. 1 – 16 postgraduates, in group No. 2 – 13 postgraduates in the submitted diagram dominance of group No. 1 is observed at the end that is not considered in the analysis since the overall picture on group undertakes.*

According to the data, 80 % of postgraduates are able to study “Professional Foreign Language (English)” course, while 20% study course with difficulty, the level of English language does not allow them to be skilled at “Academic writing”

The current system of assessment in ENU includes definite criteria of achievement evaluation of the planned results of teaching, scores are given for achievements of each postgraduate common requirement, which is known in advance to all participants of educational process. The objectivity and transparency of estimation criteria will be observed. Teaching materials will be introduced to postgraduates’ concrete recommendations and the target of the teacher allow to feel responsibility for a resulting effect. The postgraduate has time to improve total progress work executed insufficiently well. The teacher acts as the consultant here.

Considering the system of assessment postgraduates of philological faculty of ENU studying at the course “Professional Foreign Language (English)”, it is observed that for motivation of students’ teachers should depart from the international standards of estimation, overestimating points. For instance, presence on classes (from 10% to 49%). It brings short-term effect, postgraduates constantly attending classes and the showing elementary knowledge of subjects teaching materials, can get rather successfully admission to examination, but they are not capable to show more profound knowledge in the field of the academic English.

The essence of professional - oriented foreign language consists integration with special disciplines for the purpose of obtaining additional knowledge and formation of professional, significant qualities of the personality, particularly self-assessment.

Postgraduates, in “The Russian philology” take the course “Research methodology course” which purpose to create at postgraduates’ steady professional knowledge, skills in the scientific research field. The program of course helps to develop academic writing, researching, critical thinking. According to the knowledge of English, they should assess and criticize their own mistakes. With the help of this criteri, postgraduates have to improve English academic writing.

The current system of assessment (Table 3) can be applied to the course “Research methodology course” as presence on disciplines and allows the chance more effectively to acquire specific features of scientific style.

Practical part of a course - the maximum opportunity for the student to gain knowledge,



feedback and an appreciation from the teacher. The activities, such as group work, role-play and practical work, not only give immediate feedback to teachers about students' progress, it has also encouraged the students to collaborate with their peers. They enjoy sharing ideas, discussing and solving problems together, and working towards the learning outcomes [8,104 p.]. An individual part of work the student has to reflect extent of assimilation of the given subject as much as possible. Good assessments are those that focus on students and the process of learning [9].

Knowledge of academic English offers great opportunities for students, and it includes the specialized and effective system that impact on motivation and competitiveness. It is known that academic language assists to be more appropriate and successful. In this regard a critical role creates the training program in the course of training at programs of a master degree which contain the requirements of time and will be at the same time available to students with the different level of English.

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### **Магистратура бағдарламасы бойынша білім алушыларды бағалау және оның әсерін өлшеу**

**Аннотация.** Мақалада академиялық ағылшын тілін оқып жүрген магистранттар үшін талап етілетін еуропалық, ресейлік және қазақстандық талаптар қарастырылған. Ғылыми-зерттеу жұмыстарының барысында магистранттарды шет тілін үйрену қажеттігі атап өтілді. Еуропалық және Еуразия ұлттық университетінің стандарттарына сәйкес магистранттарға бағалау жүйесіндегі критерийлерді салыстырылды. Л.Н. Гумилев атындағы Еуразия ұлттық университеті лингвистикалық емес мамандықтар бойынша «Шетел тілі (кәсіптік)» курсы оқып, мотивация және объективтілік тұрғысынан қарастырады. Пән бойынша оқу-әдістемелік кешеннің оқу-когнитивтік құзыреттілігін игеру, дамыту мүмкіндіктері және тіл үйренудегі қажетті нәтижелерге қол жеткізу бойынша тәжірибелік міндеттері қарастырылады. Магистранттардың екі

топтарының практикалық және өзіндік жұмысының мысалында ЕҰУ-дің қазіргі заманауи бағалау жүйесін қолданудың нәтижелері және басқа филология курстарын бағалауда оны пайдалану мүмкіндіктері көрсетілді.

**Түйін сөздер:** бағалау, магистранттар, шет тілі, бағалау жүйесі, сынақ, дағдылар

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### **Оценка обучающихся по программе магистратуры и измерение ее эффекта**

**Аннотация.** В статье представлены европейские, российские, и казахстанские требования, необходимые для магистрантов при изучении академического английского языка. Отмечена необходимость изучения иностранного языка магистрантами в процессе научно-исследовательской работы. Проведено сопоставление критериев систем оценок магистрантов, изучающих курс «Иностранный язык (профессиональный)» для неязыковых специальностей, по Европейскому стандарту и по стандарту Евразийского национального университета им. Л. Н. Гумилева (ЕНУ) с точки зрения мотивации и объективности. Рассмотрены практические задания учебно-методического комплекса по дисциплине со стороны возможностей освоения и развития учебно-познавательной компетенции и достижения необходимых результатов в изучении языка. На примере практических и самостоятельных работ двух групп магистрантов продемонстрированы результаты применения действующей системы оценки ЕНУ и возможности ее применения при оценивании других курсов филологического направления.

**Ключевые слова:** оценка, магистранты, иностранный язык, система оценивания, экзамен, навыки

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