MONITORING AND EVALUATION OF STUDENTS KNOWLEDGE IN THE ENGLISH LANGUAGE LESSON

O.N. Nuraly [*] iD *, Zh.B. Bertleu* iD *, S.B. Dyussebayeva* iD

Zhetysu University named after I. Zhansugurov, Republic of Kazakhstan, Taldykorgan
*e-mail: sarkand21.93@gmail.com

The article discusses the critical role of assessment, monitoring, and evaluation in improving educational outcomes, specifically focusing on the teaching and learning process. It highlights how the traditional "5-point system" used in education often fails to objectively evaluate students' knowledge, skills, and abilities. The text emphasizes the need for innovative, technology-enhanced methods to make assessment more effective and reflective of students' capabilities. The history of testing in education is traced back over 130 years, with pioneers like George Filler and S. Pressy introducing systematic approaches to knowledge evaluation. The article also explores the evolution of testing in various countries and underscores its benefits in identifying learning gaps, providing feedback, and tailoring teaching methods to students' needs. A significant focus is placed on formative assessment, which supports learning by giving immediate feedback and creating an encouraging environment. Teachers are urged to use diverse methods, including role plays, discussions, and technology-assisted tools, to evaluate not just theoretical knowledge but also practical language application in English classes. The assessment process should motivate students, foster self-reflection, and ensure fairness by aligning with clear, objective criteria.

Keywords: *assessment, monitoring, evaluation, formative assessment, feedback, educational outcomes*

Introduction

A feature of the modern education system is the development of the student's competence in any activity. Currently, one of the urgent and acute problems of pedagogical science is to improve the quality of students' education and improve the problem of teaching. In this regard, in the document "On the main directions of reforming schools of general education and vocational guidance" on the assessment of students' education and the system of control over this education, this issue is given great importance. The document says: "When assessing students' knowledge, it is absolutely necessary to ensure that no forms of disguise are allowed." The implementation of these requirements requires a comprehensive analysis, with high criticism of the current system of control over student learning. Issues of dissatisfaction with the current system of control and knowledge testing (including knowledge indicators and methods of their verification) are often taken into account and mentioned on the pages of didactic materials.

According to scientists, one of the only shortcomings of the modern system of education assessment is the large number, variety and indifference of specific indicators. This aspect of these indicators complicates not the destruction of the substantive nature of the assessment of education, but the orientation of the assessment according to this content in a practical sense. Therefore, the problem of creating theoretically substantiated principles of education quality and, accordingly, methods for testing students' knowledge from a psychological point of view is currently especially complex and difficult. The problem of requiring an organic connection between practical methods and criteria for assessing the quality of students' education with the theory of teaching and learning is the main principle of diagnostics in educational psychology.

Materials and methods

The study of monitoring and evaluating students' knowledge in English language lessons was based on a combination of theoretical frameworks and practical approaches, integrating traditional pedagogical practices with innovative methods to ensure a comprehensive assessment of student performance. Materials used included state educational standards and curricula as the foundational framework, alongside textbooks, workbooks, grammar guides, and vocabulary resources to support instruction. Classroom materials for activities like role-playing, group discussions, and project-based learning were designed to evaluate practical language skills, while structured feedback templates ensured transparency and consistency in evaluations. The methods incorporated both formative and summative assessments to monitor ongoing learning and measure cumulative knowledge. Teachers employed observation during class activities, individual and group assessments, and criteria-based evaluation to gauge language accuracy, fluency, and contextual application. These materials and methods created a dynamic framework that balanced academic rigor with practical application, fostering meaningful learning experiences and measurable outcomes in English language education.

Main part

In the field of education, the function of taking into account, checking and evaluating the quality and degree of educational activities is special in increasing the results of knowledge, skills, and abilities. Thus, constantly improving its technology in accordance with the requirements of life is one of the main problems of teaching tasks. The "5" point system of checking and evaluating knowledge, skills and abilities, which is used in the field of education to this day, does not ensure objectively in all cases in determining and marking its field and degree.

Test is an English word (test) that means "observation, control, research". In the history of pedagogy, the use of tests covers more than 130 years. First of all, the pedagogical test was considered by George Filler in 1964 and used in the school at Greenwich Hospital. Some specialists test knowledge in the form of an American psychologist-pedagogue S. Believed to have been produced by Pressy and his staff. S. Pressy calculated that it takes more than a thousand hours to check the student's knowledge in the academic year. Therefore, he set himself the goal of reducing the time spent on evaluating the student's education. In order to solve this problem, it is possible to produce simple technological structures that work with a program with test tasks. Since then, the school performance test has been used in the US, France, England, Japan, Denmark, Canada, Australia, Israel, etc. tension began to spread in the countries. For example, the purpose of the preliminary examination is to determine the level of knowledge, skills, and skills necessary for mastering new material. As a result of such an examination, the teacher can promptly notice and identify the gaps in the students' knowledge and organize additional lessons and advice. Questions for pre-testing are created according to the school curriculum. Among the various forms of checking the knowledge and skills of students, recently, the main place is taken by the test. The use of tests in the field of education is considered to be a great contribution to the improvement of knowledge testing methods. Test means "experiment, check". The test is a very effective way to monitor the level of conversation, communication, subscription activities.

In my teaching practice, I have found that monitoring and evaluating students' knowledge in English language classes is both a challenging and rewarding aspect of the learning process. It is not merely about measuring performance but about creating an environment that nurtures and motivates learners. As a teacher, I recognize the importance of selecting assessment methods that align with the unique characteristics and needs of each student. Formative assessments during lessons enable me to make real-time adjustments to the teaching process, focusing on critical areas of the material.

Formative assessment methods in English lessons

One of the basic ideas of assessing learning is that students and teachers must have a common understanding of the learning objective of a particular piece of work before they can assess the level they are achieving. Only by having a clear idea of what constitutes success, partial success, or failure

in completing a task can a teacher assess their strengths and areas for improvement. When the outcome of a task is expressed only as an overall score, students express uncertainty about whether the teacher has given them that grade or what they should do to improve their score next time. Having clear indicators of achievement increases the reliability of assessments by ensuring that factors such as personality, previous performance, or even writing style do not influence the teacher.

Criterion-based assessment is very different from comparing one student to another. Formative assessment plays a key role in the English language classroom, focusing on the learning process and encouraging students to actively participate. Teachers can integrate formative assessment methods into their practice, including student assessment. By asking questions that require an immediate answer or oral feedback, the teacher can assess current understanding of the material. The knowledge pyramid approach allows you to start with basic questions and gradually move on to more complex questions. This method promotes deep learning and the systematic development of language skills. An important element of formative assessment is self-assessment. Students who engage in the self-assessment process develop self-regulation skills and focus more on learning. Feedback from the teacher plays an important role in formative assessment. Regular feedback and constructive criticism help students not only acknowledge their mistakes, but also actively work to correct them. Project tasks and real-life language use scenarios provide opportunities for formative assessment in the context of real situations.

Assessing each student's contribution to the overall outcome of the group's work contributes to collective learning. Short tests and quizzes during the lesson provide a quick assessment of the mastery of the material and allow the teacher to adapt the learning process to the needs of the students. Thus, formative assessment methods create a favorable learning environment, support the continuous progress of students and contribute to the development of their language competence. In the context of English language teaching, portfolios are also effective. Students can include their own work, projects and reflections in them. This method allows not only to monitor their own progress, but also to develop students' self-analysis and self-control skills. An important element of formative assessment is the participation of students in setting learning goals. Teachers can set goals together with students, and regular feedback on achieving these goals increases students' motivation and responsibility for learning. Integrating real-life projects and tasks into the learning process takes assessment to a new level. When students apply language skills in practical scenarios, assessment becomes part of a lifelong learning experience that contributes to deeper learning. Formative assessment also focuses on key skills such as communication and collaboration. Group projects and discussions help develop teamwork skills and exchange ideas. It is worth noting that formative assessment creates an atmosphere of interaction and support, where students see their contribution to learning and evaluate the lesson as a process of development, not just a grade. As a result, this method encourages constant self-improvement and in-depth mastery of language skills. Formative assessment methods in the process of teaching English are an important tool for student development. A little-known fact is that students actively use portfolios, where they keep track of their work and achievements. This helps not only to assess current progress, but also to consciously monitor their own development in the language field. An interesting method is called "group self-assessment", where students jointly evaluate their collective projects. This method encourages interaction and exchange between students, developing not only their language skills, but also their communication skills. A less well-known aspect of formative assessment is the use of technologies such as creating digital portfolios or online language learning diaries. This not only makes it easier to monitor progress, but also integrates modern teaching tools into the language process. As part of formative assessment, students are also given the opportunity to participate in the assessment of their peers. This mutual exchange of ideas contributes to a deeper understanding of language aspects and encourages responsibility for their own learning. Thus, formative assessment methods in English transform the learning process into an interactive community where students are actively involved in their language development and meaningfully assess their achievements.

Another lesser-known but effective method of formative assessment in English is the use of tactile tools. Teachers sometimes allow students to work with materials such as magnets, cards or construction sets to deepen their understanding of language structures. Another unconventional method of formative assessment is the use of role-playing games, in which students portray different characters and situations. This method not only helps develop language skills but also promotes emotional activity, which can significantly improve learning. A lesser-known practice is tactile assessment, in which students can receive feedback not only in written form but also through physical signs or gestures. This emphasizes the importance of multi-channel feedback for students so that they can better understand their mistakes and opportunities for improvement. Thus, the implementation of various methods of formative assessment in English not only enriches the learning process but also promotes effective assimilation of the material through unconventional and innovative methods. Another little-known but very effective method of formative assessment in English language teaching is the use of the "reverse role-play" method. In this case, students imagine themselves as teachers, where they are given the opportunity to create and conduct lessons. This method promotes deep understanding of the material and develops leadership skills that complement the assessment process. Thus, using little-known methods of formative assessment in English not only diversifies the learning process, but also shows innovative and creative ways to effectively assess students' language skills.

I believe that evaluations should be fair and inspiring, fostering a culture where students are driven to excel and are able to track their own progress. Recognizing the diversity in learning styles, I strive to employ methods that give every student the opportunity to reach their potential. Monitoring and evaluation, in my view, transcend formal procedures; they serve as a means to enhance language competence. Providing constructive feedback, rather than simply identifying mistakes, is essential for guiding students on how to improve. The adaptability of assessment methods allows for more precise evaluations of student progress and achievement.

Encouraging open dialogue and involving students actively in the evaluation process fosters an atmosphere of mutual trust, enhancing the overall learning experience. To further support student development, I incorporate tasks that go beyond testing knowledge of language rules. Role plays, discussions, and collaborative projects immerse students in real-world language scenarios, promoting both communication skills and critical thinking.

Incorporating technology into assessments has also been transformative. Using online platforms to administer tests or assignments has streamlined the process while introducing new opportunities for interactive and personalized evaluations. This integration not only saves time but also enables a more dynamic and engaging approach to monitoring and assessing students' progress.

In essence, monitoring and evaluation in English language classes form a foundational part of the teaching process, inspiring interest in the subject, cultivating skills, and fostering lasting language competence. By combining diverse methods, continuous feedback, and innovative tools, I aim to empower my students to grow both academically and personally.

In my practice, I recognize that verifying and assessing students' knowledge is a cornerstone of the educational process. It goes beyond merely measuring outcomes; it plays a crucial role in guiding students' cognitive development at all stages of learning. Various forms of evaluation, such as daily monitoring, oral and written assessments, homework checks, class participation evaluation, and formal exams, provide a comprehensive understanding of students' mastery of the material. These diverse methods allow me to adapt my teaching strategies to the needs of individual learners and address specific challenges they face.

Monitoring and assessment are fundamental to helping students engage with and internalize the learning material. By providing quantitative and qualitative feedback, I gain insights into what students comprehend well, where they struggle, and how effectively they apply their knowledge. This feedback loop enables me to refine my instructional methods and focus on areas requiring additional support. It also fosters a sense of accountability and readiness among students, as they come to understand that their knowledge, skills, and progress are consistently valued and monitored.

Effective knowledge verification requires adherence to didactic principles. Regularity, consistency, and systematic control are essential to maintaining high standards in education. By ensuring that assessments are integrated into the daily teaching process, students are motivated to stay prepared and take an active role in their learning journey. Importantly, evaluations should align with state educational standards while also considering students' broader learning interests, such as their engagement with supplementary materials and independent study, even though these are not graded.

In teaching English, my goal is not just to ensure students acquire the technical aspects of the language but also to cultivate their ability to communicate effectively and confidently. I strive to develop their speaking, writing, and comprehension skills through expressive and interactive methods. By incorporating new technological tools and fostering critical thinking, memory retention, and visual learning abilities, I aim to provide high-quality education that meets modern demands.

Ultimately, teaching English is both a challenging and rewarding endeavor, requiring a balance of rigor and creativity. My efforts are centered on creating an environment that motivates students, nurtures their interest in the subject, and helps them achieve meaningful progress in language learning and communication. Through careful monitoring and thoughtful assessment, I aim to inspire students to develop a lifelong connection with the English language and its broader cultural and intellectual contexts.

Evaluation efficiency:

It is used in daily practice (every lesson, every day);

Feedback that ensures progress;

Assessment form suitable for both the student and the teacher;

Helps the teacher to monitor the progress of the group;

Formative assessment performs formative and stimulating functions.

Terms of assessment

Students' knowledge and understanding of learning goals

Students and effective feedback

Active participation in the process of their own recognition

Students' knowledge and understanding of assessment criteria

Ability of students to analyze their work and have the opportunity to analyze (reflection)

Adjustment of teaching methods based on evaluation results

One of the main ideas of assessment for learning is that students and teachers must have a common understanding of the learning objectives for a particular piece of work, only then can they assess the level they are achieving. Only when the teacher clearly conveys what constitutes success, partial success, or lack of success, students can assess their strengths and areas for improvement. When the result of the assignment is only in the form of a total score, students express uncertainty about whether the teacher assigned such a score or what they should do to improve their score next time. Having clear measures of achievement improves the reliability of grading by ensuring that factors such as personality, previous performance or even writing style do not influence the teacher.

Accounting, monitoring and evaluation of students' knowledge, skills, and abilities in the learning process is considered to be a necessary component of it. A teacher's ability to properly organize it in the lesson system is a positive guarantee of the success of the educational process in many cases. For this, the teacher must constantly determine the degree, quality and volume of the student's mastery of the learning material. In this direction, it is very important to record, monitor and evaluate the knowledge, skills, and abilities of students in the system of lessons.

With the help of monitoring, the quality of acquiring theoretical knowledge, the degree of qualification and skill formation is determined. In this context, the importance of theoretical and practical analysis of the problem of accounting and assessment of knowledge, skills, and abilities is very important.

Practical issues of organizing the thematic type of control P. Gorbunov, E. S. Bereznyak, V. I. Ivashchenko, A. K. Isakov, E. I. Perovsky, S. F. Suharsky, N. V. Chertinsky, V. O. It was

analyzed in Onyshchuk's scientific and pedagogical works.M.R. Lvov, N.N. Svetlovsky, A.P.Pshkalo, T.L. Kogan and others made a theoretical analysis of the separate methodological issues of control organization.

On the basis of these, it can be concluded that the theoretical aspect of the pedagogical problem under consideration has been studied to a sufficient extent, because the meaning of the organization of "reporting", "monitoring", "evaluation", their function, forms and methods in the process of education and training have been determined.

Secondly, the "5" point system for testing the quality of teaching does not always correctly reflect the degree of preparation of students' knowledge. Its main drawback is its inability to provide sufficient internal and external feedback, as a result of which the teacher cannot always use the assessment system correctly to improve the quality of the teaching process.

Based on the above-mentioned concept, we notice that there is still a contradiction between the theoretical analysis of the results of knowledge, knowledge and skills, control and evaluation, and the experience of practical application.

Based on the analysis of scientific and pedagogical literature, the formation and development dynamics of this problem can be divided into several stages.

In the 20s, homework assignment, knowledge and exam assessment were not considered in the teaching process system, as a result of which, instead of the teacher's control over the quality of the student's progress, types of "self-monitoring" based on the system of "brigade-laboratory" method were widely involved. In one case, it led to a lack of control over the progress results, responsibility, and in the other case, it had a negative effect on the decrease in the quality of education.

In the 1930s, a lot of attention was paid to the monitoring of the results of education, knowledge and skills (E.V. Guryanov) and educational activities (P.G. Ananiev).

In the 1940s and 1960s, efforts were made to collect domestic scientific and practical experience on this issue. Monitoring of students: if it aims to both teach and educate, then its development activity was thought out (N.T. Dairi).

A positive step in solving this problem was initiated in the 70s during the research of the staff of the Scientific Research Institute of the Teaching Content and Methods of the Academy of Pedagogical Sciences. Here, the diagnostic function of management and inspection of all stages of the educational process is defined.

However, today there is still no common opinion about the methods of monitoring the teaching theory or the meaning of the grade.

Control means to check something on a large scale. During the learning process, supervision serves as a guide to students' learning activities, contributes to the development of their creativity and ability.

As Black, P. and Wiliam, D. said "Despite the recognized potential of AfL in improving student outcomes and providing immediate feedback for instructional strategies there is a gap in understanding how AfL practices are influenced by classroom heterogeneity. Classroom heterogeneity, which encompasses a wide range of student backgrounds, abilities, and needs, presents unique challenges and opportunities for the implementation of AfL strategies".

Assessment is a component of learning and a summative stage. Evaluation, determining the level, quality, degree of something. If we consider it in the student's learning-cognitive activity, it is a tool that determines the extent to which students master the tasks of the teaching process, the level of preparation and development, the quality of their knowledge, the amount of knowledge and skills.

Next, we will focus on monitoring and evaluation of knowledge, skills and abilities. It is mainly threefold in nature: education, upbringing and development.

- The educational function of monitoring is that students receive new knowledge, supplement and improve previously acquired knowledge and bring it into a certain system.

- Educational service - teaches students to work systematically. As a result of monitoring, they prepare for daily lessons without interruption, their sense of responsibility increases.

The importance of the activity of development is that students receive new knowledge, draw conclusions, prepare reports, make reports while performing educational tasks on their own.

The function of assessment is divided into three groups: informative, managerial, educational.т

Results and discussions

The implementation of modern approaches to monitoring and assessing student knowledge in English language lessons yields multifaceted outcomes that benefit students, teachers, and the broader educational system.

For students, these practices enhance clarity regarding learning objectives and progress, helping them identify areas of strength and improvement. The integration of formative assessment and feedback mechanisms provides actionable guidance, enabling students to address errors and develop essential language skills such as speaking, writing, and comprehension. Moreover, incorporating real-world tasks like role-playing and collaborative projects supports the practical application of language knowledge, fostering communication abilities and critical thinking.

Teachers gain access to more accurate and objective data on student performance, enabling them to differentiate instruction and tailor their pedagogical strategies to the specific needs of individual learners. This leads to more effective lesson planning and optimal utilization of instructional time. Additionally, systematic progress monitoring ensures alignment with learning objectives while identifying and addressing any gaps in student understanding.

The integration of technology has been transformative, enabling more efficient and interactive assessment methods that cater to a wide range of learning styles and skills, including IT proficiency and research capabilities. Effective assessment requires regularity, consistency, and alignment with educational objectives to create a culture of accountability and continuous improvement. By focusing on clear assessment criteria, emphasizing formative practices, and incorporating real-world applications, educators can ensure that assessments not only measure learning outcomes but also actively contribute to students' linguistic and cognitive development. This holistic approach aligns assessment practices with the ultimate goal of education: fostering independent, motivated, and capable learners prepared for real-world challenges.

Conclusion

The adoption of modern methods for monitoring and assessing student knowledge in English language lessons marks a pivotal advancement in education. By emphasizing formative assessment, criteria-based evaluation, and practical application, these strategies overcome the constraints of traditional grading systems, establishing a more inclusive and holistic approach to evaluating student progress.

For learners, this transformation encourages active involvement, self-assessment, and the real-world use of language skills, leading to a more profound understanding of the material and greater engagement. Educators gain valuable insights into student performance, enabling them to tailor their teaching methods to diverse learning needs. At a systemic level, these approaches align educational practices with international standards, equipping students with essential skills such as teamwork, critical thinking, and adaptability to thrive in academic and professional contexts.

In summary, these methods highlight the importance of fostering an interactive and equitable learning environment where collaboration between students and teachers drives success. By focusing on transparency, fairness, and the cultivation of critical skills, the assessment process not only evaluates outcomes but also plays a vital role in the personal and academic development of students, preparing them for future challenges and achievements.

REFERENCES:

1. Dosqaliev Q. Bılım bağalau negızderı. 58-60 b. «Qazaqstan mektebı» (10/2004)

2. R.Qarmenov. Oquşylardyñ bılımderın bağalau joldary 38-43. «Bastauyş mektep» (4/2006)

3. Savin N.V. Pedagogika, Mektep baspasy «Almaty», (1975)

4. Babaev S.B., Oñalbek J.K. Jalpy pedagogika. Almaty (2005)

5. Ahmetov G. Monitoriñ jäne bağalau. 38-43b. «Qazaqstan mektebı» (2/2005)

6. G.N. Aşiralieva. Osenka vozmojnostei uchaşihsä v srednei şkoly, 31-34 s. «Bastauyş mekter» (1/2005)

7. Eralieva M.E. Mekteptıñ bastauyş satysynda oquşylardyñ bılım sapasyn monitoriñıleudıñ ğylymi ädıstemelık mäselelerı. 16-19b. «Bılım» №6 (24) (2006)

8. Toqbergenova U. Oqu jetıstıgın bağalau. «Qazaqstan mektebı» (8/2005)

9. Demeubaeva T. Test tiımdılıgı. 39-40b. «Qazaqstan mektebı» (2/2006)

10. Ahmetova G. Reitiñ jüiesı arkyly kūrylğan monitoriñ - ädıl bağalau qūraly. 83-92b. «Bılım berudegı menejment» (3-2004)

11. Qaiyrbekova A., Qilybaeva S. Jaña tehnologiamen oqytuda testık jüienıñ tiımdılıgı 20-26b. «Ūlağat» (1/2004)

12. Qoianbaev J.B. Koianbaev R.M. Pedagogika. Almaty (2004)

13. Baibekova M. Oqytu prosesındegı bağalau 19-22b. «Ūlağat», (1-1999)

14. Dosqaliev Q. Oquşylar bılımın esepke aludyñ jäne bağalaudyñ jai jospary. 39-41b. «Ūlağat» (5-2003)

15. Pedagogikalyq dialog. 11-15bet. (№2/2014)

16. Paul Black & Dylan Wiliam (1998) Assessment and Classroom Learning, Assessment in Education: Principles, Policy & Practice, 5:1, 7-74, DOI: 10.1080/0969595980050102
http://dx.doi.org/10.1080/0969595980050102

АҒЫЛШЫН ТІЛІ САБАҒЫНДА СТУДЕНТТІҢ БІЛІМІН БАҚЫЛАУ ЖӘНЕ БАҒАЛАУ

О.Н.Нұралы, Ж.Б.Бертлеу, С.Б.Дюсебаева

І. Жансүгіров атындағы Жетісу университеті, Қазақстан Республикасы, Талдықорған қ

e-mail: sarkand21.93@gmail.com, zhuldyz.berikova@bk.ru, s.berikovna@mail.ru

Мақалада оқыту нәтижелерін жақсартудағы бағалаудың, бақылаудың және талдаудың маңызды рөлі, әсіресе оқыту мен оқу процесіне назар аударылады. Онда білім беруде қолданылатын дәстүрлі «5 балдық жүйе» көбінесе оқушылардың білімін, іскерліктерін және дағдыларын объективті түрде бағалай алмайтынын көрсетеді. Мәтінде бағалауды тиімдірек және оқушының мүмкіндіктерін көрсететін инновациялық, технологиялық жетілдірілген әдістердің қажеттілігіне баса назар аударылады. Білім берудегі тестілеудің тарихы 130 жылдан астам уақытқа созылады, Джордж Филлер және С.Пресси сияқты пионерлер бағалаудың жүйелі тәсілдерін енгізді. Мақалада сонымен қатар әртүрлі елдердегі тестілеудің эволюциясы қарастырылып, оның оқудағы кемшіліктерді анықтаудағы, кері байланыспен қамтамасыз етудегі және оқыту әдістерін студенттердің қажеттіліктеріне бейімдеудегі артықшылықтарын атап өтеді. Шұғыл кері байланысты қамтамасыз ету және қолайлы орта құру арқылы оқуды қолдайтын формативті бағалауға үлкен мән беріледі. Мұғалімдерге теориялық білімді ғана емес, сонымен қатар ағылшын тілі сабақтарында тілдің практикалық қолданылуын бағалау үшін рөлдік ойындарды, пікірталастарды және технологияның көмегімен қолданылатын құралдарды қоса алғанда, әртүрлі әдістерді қолдануға қатаң түрде шақырылады. Бағалау процесі оқушыларды ынталандыруға, өзіндік рефлексияға ықпал етуге және нақты, объективті критерийлерге сәйкес әділдікті қамтамасыз етуге тиіс.

Кілт сөздер: *бағалау, бақылау, бағалау, қалыптастырушы бағалау, кері байланыс, білім беру нәтижелері*

КОНТРОЛЬ И ОЦЕНКА ЗНАНИЙ СТУДЕНТА НА УРОКЕ АНГЛИЙСКОГО ЯЗЫКА

Нұралы О.Н., Бертлеу Ж.Б., Дюсебаева С.Б.

Жетысуский университет имени Ильяса Жансугурова, Республика Казахстан, г. Талдыкорган

*e-mail: sarkand21.93@gmail.com, zhuldyz.berikova@bk.ru, s.berikovna@mail.ru

В статье обсуждается важнейшая роль оценки, мониторинга и анализа в улучшении результатов обучения, в частности, с упором на процесс преподавания и обучения. В ней подчеркивается, как традиционная «5-балльная система», используемая в образовании, часто не может объективно оценить знания, навыки и способности учащихся. В тексте подчеркивается необходимость инновационных, технологически усовершенствованных методов, чтобы сделать оценку более эффективной и отражающей возможности учащихся. История тестирования в образовании насчитывает более 130 лет, когда такие пионеры, как Джордж Филлер и С. Пресси, представили систематические подходы к оценке знаний. В статье также рассматривается эволюция тестирования в разных странах и подчеркиваются его преимущества в выявлении пробелов в обучении, предоставлении обратной связи и адаптации методов обучения к потребностям учащихся. Значительное внимание уделяется формирующему оцениванию, которое поддерживает обучение, предоставляя немедленную обратную связь и создавая благоприятную среду. Учителям настоятельно рекомендуется использовать разнообразные методы, включая ролевые игры, обсуждения и инструменты с использованием технологий, для оценки не только теоретических знаний, но и практического применения языка на уроках английского языка. Процесс оценки должен мотивировать учащихся, способствовать самоанализу и обеспечивать справедливость за счет соответствия четким, объективным критериям.

Ключевые слова: *оценка, мониторинг, оценивание, формирующее оценивание, обратная связь, образовательные результаты*