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ИННОВАЦИОННЫЕ ФОРМЫ КОНТРОЛЯ ОБУЧАЮЩИХСЯ

Г. К. Исмаилова *Кандидат филологических наук, доцент,*
К. Е. Хасенова *и.о. профессора,*
Л. Т. Кабдылманова *преподаватель,*
 Государственный университет
 имени Шакарима города Семей,
 Семей, Казахстан

INNOVATIVE FORMS OF LEARNER CONTROL

G. K. Ismailova *Candidate of Philological Sciences,*
 assistant professor,
K. E. Khassenova *professor,*
L. T. Kabdylmanova *teacher,*
 Shakarim State University of Semey,
 Semey, Kazakhstan

Summary. The article considers theoretical and practical aspects of written examination as innovative forms of control of learner's knowledge.

Keywords: examination; method; control; methodology; essay

Modern conditions require from university alumni to be competitive and to possess this skill every alumni should master his knowledge on his profession, communicative skills and strategic way of thinking.

One of the important elements of pedagogical process is objective and accurate control of the level of knowledge assimilation [1].

Correct organization of the control depends on effective management of education, and as a result, quality of specialist preparation [1].

The control, being an important component of management of education, functions as feedback, giving information to the teacher and learner about the character and level of approximation to the planned result, and it allows to each member to amend to the educational process [1].

In the educational process the control of the degree of knowledge performs following functions:

- control;
- training;
- up-bringing;
- organizational;
- developing;
- methodical [1].

To reach particular positive influence methods of control should be mastered

as far as literate and objective control of the learner's knowledge is a guarantee of qualitative education.

Main conditions of mastering the process of control:

- the orientation of the system control to the final aims of education, that is adjusted by the standards of education of the given subject;
- to introduce elements of integrated control;
- to strengthen the interrelation of theoretical and practical orientation of content of the control [1].

In the educational process testing is a method of pedagogical diagnosis, the aim of it is the evaluation of learner's knowledge quality, conformity determination of conditions of standards of education, the evaluation of the degree of knowledge and increase of objectiveness of evaluation of the quality of the education [1].

Testing conducts on the basis of summation of test tasks and their answers that are compiled according to the program of the discipline [1].

The main characteristic of the method is that it allows to define learner's knowledge according to the big quantity of the test-questions in the short period of time; also testing conducts among all

the university learners at the same time; it likewise gives real picture of learning process, that results are not based on subjective knowledge, the evaluation of the knowledge can be found according to the summative points by correct answers of the test [1].

The justification of the test choice is explained by the intensification of educational process or by saving time of educational process, that provides rational use of students' and teachers' energy and abilities for quick control of learners' knowledge [1].

Recently the testing form of examination has been certified, implemented and has been used to enter universities (UNT, USE).

However other forms to control learners' knowledge shouldn't be forgotten.

The method of written examination reveals theoretical knowledge and skills that can be used to solve concrete tasks, it provides high objectiveness of the results, contributes to logical thinking, forms reflexive skills and trains to be accurate.

Written form of control is the main method of control of learners' knowledge and differs in individual character of the performing the task.

The method of written control of knowledge provides deep and extensive background control and evaluation of students' knowledge, skills, reveals theoretical knowledge and skills used to solve concrete tasks, also the degree of possessing written speech, development of thinking and formation of reflexive skills [2].

Modern practical knowledge of European educational system shows that popular form of written form of control is writing an essay.

The word "essay" takes its root from Latin *exagium* (deliberation). Translation from French means experience, attempt, draft, and outline.

As the word "essay" is foreign word let's have a look at "Modern dictionary of foreign words and expressions", it shows that "essay is prosaic, unscientific philosophical, literal, historical, publicistic or another work in unconstrained way stating author's personal ideas on the given topic" [3].

The closest to the notion essay is sketch genre. Generally speaking the term essay is used to mean composition.

The author of the term essay as prosaic work is French philosopher Michel de Montaigne [4].

It is a small prosaic composition with short volume and free formulation, expressing individual impressions and ideas on concrete conditions or questions and it does not claim particular or exhaustive interpretation of the subject.

L. P. Krysin's "Explanatory dictionary of foreign languages" explains the term as "sketch, interpreting particular problems not in systematic scientific form but in plain-text form" [5].

"Big encyclopedia dictionary" gives following explanation: "it is a genre of philosophical, literal-critical, historical-biographical, journalistic prose, combining author's individual position with natural, often paradoxical interpretation oriented to colloquial speech" [6].

Main features of an essay are small volume, concrete topic, its open individual comprehension, free formulation, paradox and aphoristic nature, colloquial intonation and lexis [4].

An essay has its exact structure (the quantity of thesis and arguments depending on the topic, plan, and the logic of idea development): introduction, main part (body), author's attitude to the topic; ways of solving the problem, facts, self-evaluation and conclusion [4].

The following types of an essay are distinguished: descriptive, narrative, reflexive and critical [2].

A teacher orients to the main principles of control and evaluation of the written control irrespective to the discipline and specialty: objectiveness, validity, reliability, differentiation, system, confidentiality and obviousness (publicity) [2].

All the criteria of essay evaluation are grouped around the complex of main thinking skills:

- to understand used theories and different authors' ideas (quotes), to transfer author's idea and formulate own idea;
- to comprehend the material individually and creatively (originality of the idea);
- to comprehend the problem critically;
- to give reasons in the logical order;
- to state the content structurally;
- to analyze, to state cause and effect relations and make a conclusion;

– to use the ideas in the practice (here the validity and creativeness of using theoretical ideas to the analysis of practical experience, facts and problems are valued) [4].

Here it should be remembered that criteria of evaluation must be transferred to the learners.

Now we are going to analyze practical use of written form of examination at Shakarim state university of Semey (Republic of Kazakhstan) where the written form of examination is used successfully along with other forms and methods of examination and regulated in the quality management system documented by the procedure “Regulations for admission written examination” [7].

At Shakarim state university of Semey the written control can be used as current and boundary control, mid-term examination and final attestation (state examination).

The control of quality of written examination tasks are realized by expert commission of educational-methodological counsel of the faculty and by the department of control of learners’ knowledge.

The written examination is held as final control of learners’ achievements on the discipline after studying it according to the educational program.

The main aim is to implement written form of control to the educational process as one of the important devise of quality management.

The achievement of this aim can be a solution of the following objectives:

- the creation and enhancement of theoretical, methodical and technological base of written examination;
- the accomplishment of the organization of the written control in order to object the control process, the level of learners’ knowledge and obtain quantitative indicators of quality of the educational process;
- the creation of methodological base for analysis of written control results according to different criteria, characterized by the level of learners’ knowledge, the procedure of the lesson, the quality of the teaching process.

To conduct written examination the followings should be kept in mind:

- the examination tasks must be formulated clearly and presume exact answers;
- to provide with greater independence while written examination it is rec-

ommended to create several variants of answers to the materials. The difficulty of questions and tasks for every variant can be the same;

– the criteria of the evaluation must be developed for each subject and must be brought to notice of the students;

– it also can be recommended to use tickets for written examination with big quantity of questions, encompassing the whole material of the course, formulating questions by the level of complexity. Successful answers for questions with minimum level can guarantee positive marks. Answers for medium and high level of complexity of questions allow students to get good or excellent mark depending on the answer.

As medium and high level of complexity of questions case- study tasks (creative, case, economic) assorted in compliance with requirements of specialists’ qualifications and writing essay are used.

Written tasks must be logically structured, argumentative, with clear conclusions and generalization, applicable to norms of grammar and spelling, orthographic, syntactic and verbal literacy.

The examination for humanitarian disciplines on full-time course of study for bachelor degree is held in the written form through task fulfillment grouped in tree parts.

The first part of the examination considers choosing by the student one of the given variants one or more correct answers. Every correct answer is valued with one point. Every incorrect answer decreases total amount for one point. The maximum point that can be collected by the student for fulfillment of task for the first part is fifteen points.

The second part presumes from the examinee to develop the problem based tasks, for example financial market of Kazakhstan and argumentation of the ways of its solutions. This part as the most complicated and extensional is evaluated with sixty-five points.

The third part contains the task that examinee must give definition of several terms and notions. Full and correct fulfillment of the task is evaluated with twenty points.

Moreover, following model forms of tasks and questions can be separated out:

- missing words tasks;
- matching tasks;

- tasks for compliance;
- open- ended questions;
- tasks to choose the correct answer;
- tasks “Hot point”;
- sequencing tasks;
- comparing and listing tasks;
- tasks with graphics;
- problem- based tasks;
- term cards;
- essay;
- clusters and other types of tasks contributing objective evaluation of the learners’ knowledge [2].

In conclusion we would like to list advantages of the written examination:

- objective reveal of the degree of learners’ educational achievements;
- the absence of the contact with the teacher;
- the detection of logical thinking;
- the determination of creative approach to the solution of the problem from the side of the learner;
- minimum quantity of the appeal;

The results of written examination on the basis of full- time course of study showed that this form of control to evaluate learner’s knowledge is truly effective and objective.

Thus the choice of the form of control (traditional, testing or written form) to check learners’ knowledge is fully up to the department and the lector depending on the course of study. However, it should not be forgotten that irrespective to the form of examination conduction the results of it depend on the degree of students’ possessed knowledge and skills, the quality of teaching either disciplines, qualification and teaching experience and of course on each learner.

Hence, the experience of conducting written examination testifies effective-

ness of its expansion that has enough advantages.

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