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

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

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THE EFFICIENCY OF USING SUMMATIVE ASSESSMENT IN TEACHING ENGLISH

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Introduction

One of the most important indicators of the effectiveness of education is the level of educational achievements of students, which shows how educational activity works, develops in an educational institution, affects students and their performance. Therefore, the level of potential in improving the quality of education depends on how well the system for assessing the educational achievements of students is built. In the Plan of the Nation "100 Concrete Steps", the head of state noted the improvement of the quality of human capital based on the standards of the OECD countries – (Organization for Economic Cooperation and Development) as a fundamental basis for economic growth [1.12]. The implementation of this direction involves updating the standards and the assessment system to develop the functional literacy of students. One of the most important tasks of the education system is the formation of an intellectual nation, whose representatives are not only competitive, have knowledge, have developed thinking, but also have a high civic and moral position, a sense of patriotism and social responsibility.

Main part

The **assessment process** is one of the most important elements of training and education today. To date, new forms of assessment are being developed to improve the quality of education. To do this, it is important to correctly assess the effectiveness of the management of the educational process. The current assessment should be flexible, multi-instrumental, clear and psychologically acceptable. Modern types of assessment: formative and summative assessment [1.15].

Criteria-based assessment of students is the effective form of assessment. Criteria-based assessment is important in the modern education system. Because now the education of students plays not only the main role, but also the development of their competencies, personality, proper interaction with the environment, self-development and self-education. The methodology of the criteria-based assessment system allows to advance contemporary norms. Criteria-based assessment consists of summative and formative assessment. Formative assessment – affects the development of everyday learning, summative assessment - can reflect the student's learning outcome in a given class [1.21].

Summative assessment is the process of comparing learners' actual learning outcomes against well-defined criteria. By using a set of criteria for each subject, one can not only determine one's level of achievement, but also identify different skills, abilities, and levels of knowledge. "Objectivity of assessment" and "creation of conditions for achieving high results" are an integral part of criteria-based assessment. Each subject teacher has prepared information boards for you explaining the content of the criteria, what types of work you need to do and how to improve your level of achievement [2.4].

Criteria-based assessment is based on the following principles: **relationship between learning and assessment**. Learning and assessment are closely intertwined. Therefore, the student must be motivated to learn. If used correctly, assessments can have an extremely positive impact on students as it allows students to focus on what need to learn. This gives students goals that can help boost their motivation and self-esteem. Assessment are also ineffective in promoting good learning and understanding, when the focus is only on the grade the student will receive, it leads to competition rather than personal improvement [2.5].

Next principles are **objectivity, reliability and authenticity**. The assessment provides accurate and reliable information. Objectivity, reliability and accuracy together determine the quality of the assessment. The most significant characteristic is the correctness of the assessment, which shows what exactly we are measuring and how correctly we have carried out. Assessment provides clear and concise information, increases the responsibility and activity of all participants in the educational process. principle suggests that the objectives and procedures in an assessment should be clear, the guidelines clear and concise, and the results should be useful and accessible. In the evaluation process there should be no doubts about its appropriateness and correctness. In turn, the achievement of mutual trust and interaction of participants in the educational process increases their involvement and positively affects learning outcomes [2.6].

Last principle is **continuity**. Assessment is an ongoing process that allows timely and systematic monitoring of the progress of student learning. The consistency of the assessment process is ensured by focusing on formative assessment, building a summative assessment table and using scoring mechanisms that determine the relationship between procedures and create a unified assessment system [2.6].

Summative assessment states the fact of students' learning and is usually carried out only by the teacher, the administration of the educational institution or external bodies. The assessment system is a diagnostic of the problems of measuring and teaching the success of learning, it allows you to determine the quality of the educational process as a cardinal decision-making on the strategy and tactics of learning, the type of assessment of expected results and the improvement of the content of education. Effective summative assessment allows you to see how the achievements of students correspond to the set learning goals [3.11].

"Assessment as Learning" is the process by which students develop and maintain metaconferences. Assessment as learning highlights the role of students as a critical link between assessment and learning. When learners are active, motivated, and critical assessors, they understand information, link it to previous knowledge, and use it for new learning. This is the regulation process in metacognition. It is what students use when they observe their learning, and to adjust, adapt, and even make significant changes that they experience when they understand the feedback of that observation.

Table 1 – The Key Features of Summative Assessment

Refers to the achievement of broad goals expressed in a general sense, and not to the goals of a specific learning activity.
Results are reported at specific times, not as a daily part of training.
Students use evidence obtained by participating in special work or tests as part of a permanent work or in addition to it.
May be based on teachers' opinions, tests, or a combination of them.
Participates in the assessment of the progress of all students according to the same criteria or assessment scheme.
Some measures are necessary to ensure reliability.
There are usually limited opportunities for student self-assessment [4.5].

Based on the table 1, during summative assessment – assessment ceases to be a repressive way of monitoring the student's learning activities. Thanks to this, assessment acquires a stimulating and corrective value. Students understand what level they have reached and are motivated to improve performanceAnother feature is that summative assessment is an important part of the learning experience, as reports on student learning must be made for several reasons and records must be kept; there is no need to obtain brief information about student learning.

Conclusion

The problem of assessment students is one of the actual problems both in pedagogical theory and in pedagogical practice. The introduction of criteria-based assessment is focused on expanding

pedagogical opportunities, on the effective use of the technology of criteria-based assessment of educational achievements.

The criteria approach to assessment should solve the problem of objective assessment of students and motivate them to achieve high results, then a number of questions in terms of their significance may look like this. The need to improve the assessment system contributes to the creation of a multifunctional system in relation to the summative assessment system.

Summative assessments should become a positive part if the learning process, active involvement in the testing process allows students to see that they can benefit from testing rather than be the victims, therefore testing can improve their learning.

Literature

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HOW TO ORGANIZE A LESSON WITH A META-SUBJECT APPROACH IN NON-LINGUISTIC SPECIALTIES

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"The success of the lesson can be considered achieved if the assimilation of knowledge and skills is ensured to the level of readiness for their creative application and the formation of an emotional-value attitude towards them in accordance with the public worldview and ideals ..."
M.N. Skatkina

The concepts of "meta-subject", "meta-subject training" are especially popular, since the meta-subject approach is at the heart of new standards, so this concept should be given special attention. Lesson-game, lesson-competition, lesson-quiz, lesson-teleconference, etc. – what is called "non-standard lessons" is essentially a rehearsal of a meta-subject lesson. The concept of "meta-subjectness" is considered as a universal property of the functioning of educational systems, contributing to the integration of scientific knowledge and the formation of a holistic picture of the world. The meta-subject results of mastering the basic educational program in the school system are understood as interdisciplinary concepts and universal educational actions (personal, cognitive, regulatory and communicative) mastered by students. The novelty of this approach is that it provides a transition from the existing practice of splitting knowledge into objects to a holistic imaginative perception of the world, to meta-activity.