generated by the lack of expertise in writing. In addition to their time-saving functionality, writing templates provide a simple roadmap and help students complete different write assignments in less error. Some of the most widely used models are:
- Reports
- Articles
- Legal writing
- Business letter writing
- Screenwriting

Templates for writing reports, term papers, academic documents or even essays on college admissions can also be used. It is very minimal in the literature on the creation and usage of models. Use models to compose abstract research papers. She has developed a written template using a corpus-based approach that academics are able to use to compose abstract analysis paper [7. 338].

In general, written templates are an effective tool for developing their Scientific English skills, but strong learners need more support through the use of other CLIL techniques throughout their lessons. For further exploration, it is necessary to plan the use of the various CLIL techniques in each lesson. In addition, it is necessary to pay more attention in the lesson to the skills of using a scientific language, giving them priority over other skills usually developed by students.

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## FORMATIVE ASSESSMENT IN DISTANCE LEARNING

**Abdali Asel Zhomartkyzy**
asselabdali@gmail.com
a 2-year master student with a major in "Foreign Language: Two Foreign Languages"
the L.N. Gumilyov Eurasian National University
Nur-Sultan, Kazakhstan
Scientific supervisor – G.K. Tusupova

A diagnostic assessment of knowledge in distance learning can determine what a student should know or learn before distance learning, and the final one measures the acquisition of knowledge after distance learning course. Distance learning most adequately implements the principle of lifelong education. The preference is currently given to internet technologies. There are up to a dozen

definitions of the concept of "distance learning". From simple, such as: distance learning is "distance learning using ICT" to a process that takes into account the essential features of the process: "Distance learning, in general, is a purposeful, specially organized process of interaction of students with a teacher, with the means of information and communication technologies and among themselves. It is uncritical in space, time and a specific educational institution and takes place in a specific pedagogical system, the elements of which are the goal, content, means, methods and forms, the teacher and the students". Distance learning, therefore, is the most appropriate process for implementing the principle of lifelong education. The preference is now given to Internet technologies. The greatest development of online learning has received in corporate education systems. It is important that interactive types of classes, remote laboratory workshops, etc. are additionally used. According to this belief we should ask how do we track student progress between the before and final distance learning achievements?

Formative assessment, in contrast to the final assessment, determines the level of knowledge of students in the learning process. The meaning and purpose of assessment is not control, but giving feedback and correcting student actions. Formative assessment identifies learning gaps and provides an opportunity to address them. The final assessment is used to determine the level of knowledge for the period passed.

The main purpose of formative assessment in distance learning is to offer your students feedback that they can use to improve their learning experience. Rather than just assessing students, you can identify areas that may need improvement and identify their strengths during the online lessons.

This constructive criticism and understanding can be used to create a roadmap for students to change learning behavior and achieve their learning goals. In many ways, formative assessment of knowledge is one of the most useful assessment strategies because it focuses on what still needs to be learned rather than what learners already have to learn. This gives the student enough time to improve and acquire the necessary information and skills during distance learning.

Tips for Using Formative Assessment in Distance Learning.

● Give feedback. The main idea behind formative learning assessment in e-learning is to give your students the feedback they need to correct adverse learning behaviors and reinforce desired behaviors. To do this, your students should receive the feedback they need as soon as they make a mistake or exhibit negative behavior, so that they can link constructive criticism to the distance learning event in question. If you notice that the student has not fully understood the topic or is unable to apply the knowledge gained, then you should pause, discuss and offer him the necessary feedback and guidance as soon as possible.

● Student performance determines the direction of your online-classes. One of the most notable benefits of using formative knowledge assessment in online-classes is that you can quickly change your learning strategy to suit the individual student's needs. With formative assessment, you can see at a glance where students are struggling, in which particular topic, or with which skill. You can then make the necessary changes to the curriculum, activities, and assessments to improve their understanding and learning. Instead of testing at the end, when it might be too late to change the wrong learning behavior, you have the opportunity to fix the problem during the learning process.

● Remember that the primary purpose of formative knowledge assessment is to monitor. The whole point of formative assessment of knowledge in distance learning is that it is not about grades, but about student performance and progress. Students do not need to show you that they have mastered a subject, this type of assessment allows them to show their growth and improvement as they progress through the online classes. In contrast to the final exam, which usually determines the level of knowledge of the student at the end of the course. Formative knowledge assessment is designed to monitor the student's development and provide him with feedback that he can use to achieve his goals. Keep this in mind when you create your formative online assessments (tests, script-based assignments,

etc.), and avoid grades or grades that might scare your students. Instead, give them constructive criticism and praise that will motivate your students and stimulate their desire to succeed.

Formative assessment of knowledge in distance learning empowers your students to identify areas of improvement and expand their understanding while there is still time to make a difference. Distance learning requires a different approach to assessment. As the submission will be simplified, the grading will also need to be simplified. Moreover, if your school does not have a system to block devices when students take a test or survey online, traditional objective assessment methods will not work for distance learning. To properly approach assessment in this situation, teachers need to clearly understand the difference between intermediate (or formative) and final assessment.

Mid-term assessment is done during the course of a topic, helping students and teachers determine which concepts should be spent more time. Interim assessment tracks your progress in learning. Since this assessment reveals a common understanding of the current topic, it is not necessary to put marks in this case. Students can solve practice problems, take tests in Forms, retell lesson material in their own words, create knowledge maps, or answer related questions. When students know that they will not be given grades for answers, but will simply identify the mastery of the topic, they will not be afraid to make mistakes and can focus on studying the material. Interim assessment includes teacher feedback. This assessment guides students towards further growth and development of practical skills upon return to school.

Summative assessment is usually done at the end of a block or topic to see how well students have mastered the material. Whereas mid-term assessments receive comments from teachers, the final grades are graded. The final grade often includes objective tests and the writing of an essay or essay. In distance learning, it is more convenient for teachers to use open-ended questions so that students can freely demonstrate their understanding. Essays are also suitable for the final assessment in a distance learning environment. Another option is to ask students to explain a term using Microsoft Sway, PowerPoint, or a video editor. In addition, students can use Flipgrid or PowerPoint's screen recorder to record a video explaining a term, process, or algorithm for solving a math problem.

It is known that technology plays a key role in distance learning. Let's consider what technologies are used for distance learning. The teacher working remotely has a wide variety of technical means at his disposal. These include educational visuals, educational audio, educational electronic media, and finally, traditional educational print media. The question arises, which technologies are better to choose? While technology plays a key role in delivering distance education, distance educators should focus primarily on distance learning outcomes rather than the technology itself. The key to successful selection of distance education technologies is the ability to focus on the needs of the learners, the requirements for the content, and the difficulties faced by the teacher. This is usually achieved by using several information tools at once, each of which serves a specific purpose. At the same time, one should strive for the maximum efficiency of training, which, at the same time, should be beneficial from an economic point of view.

Currently, all four categories of distance learning technologies are used with popularity. The specificity of educational institutions is reflected in the organization of the educational process: electronic control tests in the subject, electronic textbooks and training programs are actively used. For practical classes, printed publications are used – textbooks and workbooks for students' independent work. When preparing individual assignments, students use Internet technologies and multimedia technologies (electronic courses in the subject). In addition to the above, in the process of self-preparation and directly in the classroom, audio recordings and videos are used.

Whether we use synchronous or asynchronous online sessions, whether we call it distance learning or distance learning, we must all organize effective distance education. This is our contribution to the fight against Covid-19. This type of learning is not new, but it is new to many of us and has caused a rapid change in everyday teaching practice. Thus, the modern distance learning toolkit reveals

new opportunities for assessing the educational activities of students, thereby ensuring an increase in the quality of education.

It is safe to say that the distance learning system market is actively developing all over the world. This is primarily due to the increased demand for educational services and the development of information technology. In addition, the number of Internet users is increasing from year to year. Distance learning systems in Kazakhstan are just beginning to form, many companies and firms create their own e-Learning for staff. The system also helps universities provide the necessary information to students who take exams remotely. To date, distance learning has been introduced in 50% of educational institutions. However, the system is experiencing difficulties due to the fact that in the remote regions of the country there is insufficiently developed infrastructure. Nevertheless, the IT industry is developing very quickly, which forces companies to retrain personnel at an accelerated pace. The best solution is to create a distance learning system that not only improves the qualifications of employees, but also saves business resources.

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## USING THE TECHNIQUES AND METHODS OF THE CLIL IN THE PROCESS OF TEACHING TO BACHELORS

**Abenova Aidyn**
a_aidyn@bk.ru
2-year master student with a major in "Foreign Languages: Two Foreign Languages"
L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Scientific supervisor – A.M. Yessengaliyeva

One of the directions of the updated education is the achievement of guaranteed educational results, the technologization of the learning process. To do this, the teacher must work creatively. After all, before the student played the role of the recipient, the accumulator, the absorber of knowledge, and now the new requirement is recognized as an independent learner. In order to bring a person into line with these roles, it is necessary to prepare new image in accordance with the requirements of the time [3]. Nowadays, the development of education dictates the need for people to know multilingual languages. Many institutions in Kazakhstan teach computer science, physics, biology and chemistry in English. On the one hand, it is difficult, but it is necessary. Learning subjects in combination with the English language expands the vocabulary of students, increases interest in discovery, conducting various observations, experiments. The dictionary of terms will help in the formation of the student's vocabulary. Knowledge of English is very important when using technical devices when using new technological techniques in the course of classes. Simultaneous teaching, for example, Biology in