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**THE ESSENCE OF FORMATIVE ASSESSMENT IN UPDATED CONTENT OF EDUCATION**


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### **АННОТАЦИЯ**

Оценка - это процесс мониторинга образовательной и познавательной деятельности учащихся, а также процесс описания, сбора, регистрации и интерпретации информации для учащихся с целью повышения качества образования. В современном мире образования система оценивания рассматривается как технология индивидуального развития обучающихся. В этой статье обсуждается современный метод так называемой «оценки для обучения» как сфокусированный непрерывный процесс мониторинга обучения студентов.

### **ABSTRACT**

Assessment is the process of monitoring the educational and cognitive activities of learners, as well as the process of describing, collecting, registering and interpreting learner information in order to improve the quality of education. In the modern world of education, the grading system is considered as a technology of individual development of learners. This article discusses the modern method so-called "assessment for learning" as a focused continuous process of monitoring student learning.

**Ключевые слова:** оценка, обновленное содержание образования, формирующая оценка, критерии оценки, обратная связь

**Keywords:** assessment, the updated content of education, formative assessment, assessment criteria, feedback

In ancient times, restraining measures were applied to learners for poor performance or deeds. In ancient Greece, the tradition of raising children through corporal punishment was born. In the 16th – 17th centuries, a system for assessing knowledge with points appeared in Jesuit schools. The goal was quite reasonable - instead of physical punishments for bad successes, introduce incentives for good ones. All learners were ranked: best, medium, and worst. Each of the digits is indicated by a number. "One" was the highest mark. The largest number of learners belonged to the middle category, so over time it was divided into three additional classes, resulting in a five-point scale, which most teachers borrowed. In this way a multi-level ranking scale was formed, with the help of which they began to evaluate the knowledge of learners. Some scholars and teachers criticized the modern forms of control, characterizing its shortcomings, emphasizing, first of all, that existing approaches and methods suppress learners' mental activity. Typically, the teacher asks one or more learners, and the rest at this time consider themselves free from any activity. They waste time in vain, burn their strength, worried in anticipation. Naturally, in such an environment, the learner is not able to show curiosity, initiative. However, attempts to change approaches to assessing learners did not prove fruitful, and years later a new assessment system and methods for testing knowledge and skills were established.

By the beginning of the 19th century, teachers in post-Soviet countries began to use numbers from 0 to 5 to evaluate learners, which was characteristic as

knowledge only from a lesson given to the house. During the 20th century, the rating "0" and "1" went out of use, as a result, learners were rated from "2" to "5", which means "2" - mediocre, "3" - sufficient, "4" - good, "5" - excellent academic success.

A five-point system for assessing learners' knowledge was also used in our native educational institutions until 2015. In 2011 - 2015, the priorities of school education in Kazakhstan were infrastructure development and preparation for the transition to updated content. A full-scale translation of the Nazarbayev Intellectual Schools' experience is being carried out. The basis has been prepared for a phased transition to the updated content of school education. The State Educational Standards of primary, basic secondary, general secondary education has been adopted. The program is focused on the development of functional literacy among learners, critical thinking, and the ability to apply knowledge and skills in real life [1, electronic resource].

The updated program was tested in the 2015-2016 academic year in the 1st grade, in the 2016-2017 academic year in the 2nd grade of 30 pilot schools. From September 1, 2016 -2017 the academic year, in the 1st grade of all schools of the republic, an updated program on the experience of Nazarbayev Intellectual Schools has been introduced. In the 2017 - 2018 academic year, grades 2, 5, and 7 switched to the updated content of education. 2019 - 100% (grades 4, 9, 10). Thus, education in Kazakhstan has reached a new level of its development. The essence of such changes is the formation and development of teamwork

skills, leadership skills, initiative, IT competence, financial and civic literacy of learners from school [1, electronic resource].

“Improving the effectiveness of learning processes does not occur as a result of improving the teaching methods used by teachers, but as a result of the fact that learners have more opportunities to build their knowledge”. Statement of the American mathematician, programmer, psychologist and teacher, one of the founders of the theory of artificial intelligence, the creator of the Logo language Seymour Papert’s perfectly describes the purpose of the updated content of education. In other words, by the path of modern education we are creating a new generation of educated, creative, competent and competitive personality, capable of living in a dynamically developing environment, ready for self-actualization both in its own interests and in the interests of society.

Teachers of educational institutions are currently working with such explicit goals. With the introduction of new teaching standards in schools, a new organization of educational activities is already regularly practiced, and it poses special challenges for teachers to create modern assessment systems. And from that moment a new but well-known concept was introduced as a formative assessment or assessment for learning. So, what is formative assessment and what is its essence? For these questions were given a clear answer on the pioneering work of Paul Black and Dylan William. There was mentioned “All those activities undertaken by teachers, and/or their learners to modify teaching and learning activities in which they (the learners) are engaged”. What is crucial to know is that formative assessment is a process and involves working with learners so that learners know where they are in their learning, where they need to be, and how they are going to get there. In short, formative assessment normally involves a dialogue (whether oral or written) which moves teaching and learning forward.

Within the classroom, teachers who model, observe and give learners constructive comments are using formative assessment. As Keith Swanwick puts it, “to teach is to assess” and although this may not be seen, by some, as assessment, this is exactly what is happening. The nature of formative assessment does not include marks, levels or grades, nor does it compare learners with one another. Instead, it focuses on what the next steps are on an individual and personal level. The key component of formative assessment, though, is not just the collection of information, but that it is actively used and acted upon by the teacher to improve future teaching, and the learner to improve future learning [2].

As you know, grading is a difficult task in itself because assessment is a reflection of the process of interaction between teacher and learner. In order to achieve the goals and objectives of the educational process, the assessment system must be consistent. Only then will it be an effective mechanism in teaching learners. Based on the work of P. Black and D. William, who noted that improving learning depends on five key conditions:

- effective feedback from teacher to learners;

- active inclusion of learners in the process of their own learning;

- accounting in teaching the results obtained during the assessment;

- understanding how the motivation and self-esteem of learners depends on assessment;

- learners' ability to self-esteem [3, p.9-10].

The Assessment Approach for Learning is the focus of solving the problem of improving the processes of teaching and learning. The purpose of formative assessment is to adjust the activities of teachers and learners in the learning process. Adjustment of activity involves statement of tasks by a teacher or together with learners to improve results learning.

All types of assessment, and formative evaluation in particular, involve the use of carefully developed criteria for organizing student assessment. Assessment using criteria allows you to make this process transparent and understandable for all participants in the educational process. Criteria contribute to the objectification of assessment. The basis for the development of criteria for assessing student learning achievement are learning objectives. Criteria can be prepared by the teacher or with student participation. The joint development of criteria (teacher-student) allows students to form a positive attitude towards assessment and increase their responsibility for achieving results. When developing assessment criteria, it is important to always remember the objectives and content of the lesson. The clearer the goals are formulated, the more effective and accurate the assessment will be. The content of the criteria should be clear to students and parents, i.e. set out in an understandable and accessible language. Evaluation criteria must be brought to the attention of students (placed on stands, on the blackboard, in the students' workbook). Criteria help students more objectively evaluate the quality of their own work. The ability to evaluate based on criteria remains with a person for life. Effectively developed assessment criteria clearly demonstrate to students what will be assessed and how, and also provide good guidance to students in the process of doing the work. The more specific the evaluation criteria are, the better the student will understand what he needs to do to successfully complete the assignment.

Formative assessment enables the teacher to track the process of promoting learners to the goals of their learning and helps the teacher adjust the learning process in the early stages, and the learner to realize a greater degree of responsibility for their education. At the same time, it should be noted that formative assessment is not a new phenomenon in education. The current evaluation performed part of the function of the formative assessment, but this assessment often turned into an end in itself and was realized at the level of only fixing knowledge-ignorance, skill-inability. Formative assessment is used in everyday practice. With this type of assessment, feedback must be implemented to ensure progress in learning that helps the teacher track class performance. Thus, it carries with it formative, stimulating and motivating functions.

In short, the main goal of assessment for learning is to answer the questions:

1. Where do I go in learning? (What are the learning objectives?)

2. How do I go about learning? (What progress has been made towards achieving the goal?)

3. What needs to be learned in the future? (What activities are necessary to achieve the best learning outcomes?) during the studying subjects and focus on the gaps that were allowed and correct them in time. All work is done only to improve the learning process. From the foregoing, it can be concluded that to control the formation of the main skills, it is necessary to choose a method that can control the amount of knowledge that the teacher needs in a short period of time, a method that will provide ease of verification and writing, but at the same time it will be effective and will show objective results. And formative assessment is the first source of learner motivation to show a decent result in the long run.

Stiggins (2002) stated that “if we finally connect assessing school improvement in a meaningful way we must see appreciation with new eyes” [4, p.758]. The purpose of this article is to provide terminology that clarifies the nomenclature associated with formative and final assessment, as well as assessment and emphasize the need for further research regarding formative assessment and assessment you need to establish best practices. So our goal is to provide, as Stiggins poetically stated, new eyes through to view formative assessment and assessment. The study was discussed at Black and William's (1998) review and other studies discussed here, provide some support for the impact of shaping student achievement assessment. However, this provides great support for the need to pursue studies in which more effective methodologies and projects will lead to more convincing results and understanding the impact of formative assessment and student assessment.

According to sayings of Soviet and Russian psychologist, doctor of psychological sciences, Professor Shakurov R.Kh. we want to sum up all the given facts above: “Effectively developed assessment

criteria and their grading clearly demonstrate to learners what will be assessed and how, and also provide good guidance. At the present stage of school development, when the priority goal of education is the development of the learner, assessment is a measure of influence, change, learning and development. And only on condition that all teachers adhere to the same principles when conducting the assessment, it is possible to achieve a positive result” [3, p.11]. In other words, self-assessment allows learners to see their capabilities, judgments and learning outcomes, learners gain more knowledge, become more motivated, persistent in solving complex problems, and become more confident in their abilities. The inclusion of self-esteem, mutual evaluation of learners in the daily structure of training is a decisive factor in the preparation of confident independent learners. However, this requires careful planning and consistent implementation in the educational process. Children will learn to evaluate their work on their own criteria.

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### ПСИХОЛОГИЯ ПОТРЕБИТЕЛЕЙ КАК ОБЪЕКТ МАРКЕТИНГОВОГО АНАЛИЗА

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### CONSUMER PSYCHOLOGY AS AN OBJECT OF MARKETING ANALYSIS

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#### АННОТАЦИЯ

В статье рассматриваются особенности психологии потребителей разных поколений и ценности, лежащие в основе их поведения.

#### ABSTRACT

The article examines the features of consumer psychology of different generations and the values that underlie their behavior.