

*Магауия Мадина Мұратқызы  
студентка 1 курса магистратуры,  
филологический факультет  
Евразийский национальный университет,  
Казахстан, г. Нур-Султан  
e-mail: madina\_magaiiya@mail.ru*

*Научный руководитель: Кожаканова Мадина Тулеубековна  
доцент кафедры теории и практики иностранных языков  
Евразийский национальный университет,  
Казахстан, г. Нур-Султан*

## **ЭФФЕКТИВНЫЕ СПОСОБЫ ФОРМАТИВНОГО ОЦЕНИВАНИЯ ПРИ ДИСТАНЦИОННОМ ОБУЧЕНИИ**

***Аннотация:** В статье рассматриваются способы формативного оценивания при дистанционном обучении. Для того, чтобы оценка проводилась эффективно, необходимо предоставить различные стратегии и инструменты, которые обеспечат прочную основу для дальнейшего обучения, способствующего успеху исследования. Однако существует ряд проблем, связанных с формативным оцениванием при дистанционном обучении. Формирующее оценивание посредством дистанционного обучения сложно, но возможно, поэтому нам необходимо систематически проверять понимание учащимися и предоставлять значимую обратную связь, находя эффективные способы формирующего оценивания. Существует множество методик формирующего оценивания, которые применяются на различных этапах современного урока английского языка. Использование методик формирующего оценивания перед изучением нового материала позволяет выяснить, с какими знаниями по теме студенты пришли на урок, и соответственно спланировать обучение, помогая сосредоточиться на целях обучения.*

**Ключевые слова:** формативное оценивание, дистанционное обучение, мотивация учащихся, обратная связь, прогресс.

*Magaiiya Madina Muratkyzy  
1st year master student,  
philological faculty  
Eurasian National University,  
Kazakhstan, Nur-Sultan*

*Supervisor: Kozhakanova Madina Tuleubekovna  
associate professor of the Department of Theory and Practice of Foreign Languages  
Eurasian National University,  
Kazakhstan, Nur-Sultan*

## **EFFECTIVE WAYS OF FORMATIVE ASSESSMENT AT DISTANCE LEARNING**

***Abstract:** The article discusses the methods of formative assessment in distance learning. In order to make the assessment conduct in an effective way, a variety of strategies and tools should be provided, so that it will ensure a solid foundation for further training contributing to the success of the study. However, there are a number of issues related to formative assessment in distance learning. Formative assessment through distance learning is difficult, but possible, so we need to systematically check students' understanding and provide meaningful feedback, finding effective ways of formative assessment. There are a myriad of formative assessment techniques that are applied at various stages of a modern English lesson. Using formative assessment techniques before learning new material allows to find out with what knowledge on the topic students came to the lesson, and accordingly plan the training, helping to focus on the learning objectives.*

**Key words:** formative assessment, distance learning, student motivation, feedback, progress.

Nowadays, drastic changes are taking place in the content of education: the emphasis on subject knowledge, skills, and abilities, as the main goal of learning, is transferred to the formation of general education competencies of students. Thus this led to changes in the grading system and assessment. New, higher, and more complex requirements for the results of the development of educational programs by students require search, study, and applying new methods, approaches, and best practices that affect most parts of a multifaceted learning process, in particular - assessment.

The importance of assessment can hardly be overestimated, but it is worth understanding: its purpose maybe not only measuring or recording learning outcomes over a period. It is equally important to use assessment to form skills and abilities, improve the quality of knowledge and the educational process, develop an individual approach to working with students based on joint work - both with a teacher and in a team.

The assessment process should be varied - in form, methods, and a scale of assessments. This is the only way to implement an individual approach, taking into account the features of each student, and the goals of the assessment in the context of the goals of a particular lesson, and the characteristics of the skill developed in the exercise.

At the moment, in schools, the most common assessment is considered to be a quantitative one, that does not perform the required functions sufficiently. Such a system differs in a rather low frequency of assessment, is applied sporadically, in fragments, and, as a consequence, does not allow timely adjustments to the approach both to a specific student and to the group as a whole.

To solve the listed problems, it is necessary to master and introduce another assessment system, which would allow not only to measure the actual level of development materials and development of subject skills but also shaped the learning process, managed its dynamics, motivated the student and teacher for productive joint work, contributed to the development of meta-subject skills and a positive attitude to the process learning. The general name for this approach is formative assessment.

The purpose of this work is to study the goals, approaches, methods of applying formative assessment in teaching English, also effective ways of formative assessment at distance learning.

The essence of formative assessment is that the educational process is based on the cooperation between all its participants. This changes the role of the teacher. Not only the result is evaluated, but also the learning process, part of the authority and responsibility for which is transferred to the student himself, providing him with an opportunity for self-assessment and self-control. The influence on the process, in turn, helps to increase the interest and motivation of the student - after all, the student himself, at least partially, controls the process of their own learning [1].

One of the key features of formative assessment is the focus on improving the quality of students' knowledge, which is implemented through the use of a wide set of techniques and tools.

Formative assessment includes many specific methods and practices, making it applicable to a wide variety of situations and subjects. For example, brief conclusions, generalizations, reflection - such tasks lead to the fact that students begin to reflect on the material they have passed, they delve into the fact that heard, read or participated in, and draw conclusions in the context of understanding own learning process [2]. Presentation of information, for example, in the form of pictures, allows to convey information with the highest quality to students with different types of perception - audits, visuals. The use of lists, graphs, diagrams allows you to systematize knowledge, see the relationship between different topics and exercises, understand the degree of mastering the topic by compared to the total volume of the material.

Group activities, when students transfer to each other and perform different tasks, allow developing communication skills, learning from each other, including teamwork, in which shortcomings and gaps in knowledge of one compensated by the knowledge of others.

The main thing that makes formative assessment is the purpose of applying a particular method, and not the method itself. To determine whether a particular estimation method belongs to formative, several criteria can be applied: the content of the assessed tasks must correspond to the studied material; the form of the assignments used in the assessment should be familiar to learners; when performing tasks, not only the result should be demonstrated, but also the process of obtaining it; the assessment should be available immediately so that it can be used to adjust the learning process.

Formative assessment is not a process for monitoring learning, but an integral part of the learning process, with a high frequency of use - as opposed to the traditional approach, to assessment used in a small number of checkpoints at the end of certain stages of the course. This approach allows you to quickly assess the dynamics of mastering the material, because the results are compared not with the abstract norm, but with the previous results of the same learner, and show individual progress.

There are several approaches to organizing the formative assessment. For example, in the works of Dylan Wiliam and Paul Black, it is suggested to start by identifying the intentions of learners and defining the criteria for success - that is, in essence, with the declaration of learning goals and a way to measure the achievement of this goal [3]. After which it is proposed to go to organizing effective work in the classroom, creating an atmosphere of cooperation, mechanisms, and forms of constant feedback to ensure movement towards the goal. Including the introduction of the principles of mutual assessment, when students, in fact, themselves participate in the organization of their learning and management of this process, remembering the goal and criteria for achieving it.

Russian authors, I.S. Fishman and G.B. Golub propose a similar approach - to start work by defining the results that need to be arrived at in the end [4]. After defining the goal, the process should be organized in such a way that it contributes to the achievement of desired results. The third stage is the support of the organized learning process, tracking the results, adjusting plans, and adapting if intermediate results will no longer match the goal.

Accordingly, after determining the approach to the implementation of formative assessment it is necessary to choose specific methods and techniques to help achieve the goals. Methods and techniques of formative assessment are conventionally divided into groups:

- from the point of view of the goal- to evaluate the result and evaluate the process;
- by the time of use (after passing the topic, or in the process of studying it);
- subject and universal (evaluating both subject and meta subject results);
- according to the applicability to subjects of study - private (for specific subjects) and universal (suitable for many subjects);
- for the participants in the assessment - only the teacher, or the student himself, mutual and combined assessment [5].

In terms of benefits of integrating formative assessment, there are some advantages that should be taken into account: creating opportunities for identifying new ways and forms of learning, correcting student's mistakes, adjusting educational goals and ways to achieve them; creating conditions for determining the most effective ways of forming the subject and meta-subject results of students; implementation of self-assessment and mutual assessment of students; creating an opportunity to assess the progress of each student; increasing the motivation of students to learn by achieving higher educational results; creating conditions for the teacher to choose the most optimal methods, techniques, technologies of teaching and upbringing.

Advantages of penetrating formative assessment should be taken into account in terms of teacher as well as student. As to students, involvement "inside" the process, increasing motivation, understanding the learning goals and ways to achieve them, knowledge of the assessment criteria can be provided as an example. As to teacher, with more motivated and independent students, lessons are much more effective; continuous feedback on the achievements and shortcomings of students allows you to correct teaching; this is another way of professional growth and development of a teacher can be served as a stark example.

The formative assessment system is built on the following foundations:

- assessment is an ongoing process, naturally integrated into educational practice; assessment can only be criteria-based.
- the main assessment criteria are the expected results corresponding to the educational goals; the assessment criteria, the grading algorithm are known in advance by both teachers and students and can be developed by them jointly;
- the assessment system is built in such a way that students become involved in control and assessment activities, acquiring skills and a habit of self-assessment [6].

However, there are a number of issues related to formative assessment in distance learning. Formative assessment through distance learning is difficult, but possible, so we need to systematically check students' understanding and provide meaningful feedback,

finding effective ways of formative assessment. Therefore, the reason for choosing the topic and its relevance are based on these issues. Due to the diversity of foreign language lessons, the methods of teaching foreign languages are becoming more diverse due to the use of methods and textbooks by foreign authors. Therefore, it is necessary to assess the knowledge of students, taking into account the requirements of the times. For this purpose, various forms of formative assessment are used. However, in Kazakhstan, remote monitoring of student achievement has undoubtedly caused many problems, as the forms and effective ways of assessment are not fully covered. This situation emphasizes the novelty of the proposed article.

Both e-learning and formative evaluation require an entire overview of learners' and instructors' roles, relations and practices. In order to be efficient in on-line studying, a teacher should shift from "trainer-concentrated to learner-concentrated, low-interacting to high-interacting, and low-initiator to high-initiator", from being the only professional to facilitator, teacher or mentor. The learners do not attain knowledge as a passive recipients, but instead as creators of knowledge and information with the assistance of a coach playing the role of facilitator [7]. Consequently, efficient formative assessment requires the teacher to take the role of facilitator and coach. Apparently, formative assessment would be better facilitated and delivered via online or e-learning environments that are considered to be effectively planned and established. By contrast, integrating efficient formative assessment activities would increase learner studying in online or blended learning environments.

To conclude with, student and assessment-centered approaches can offer a framework for shifting away from the conventional viewpoint of gaining knowledge towards a new viewpoint that is consistent with active learning pertinent to the 21st century learning. While recognizing that there can be other ways of building such a learning environment, application of formative assessment within the framework of online learning is a feasible option to achieve this. Online formative assessments are, by some means, more privatized efforts to learn; and, especially if students are afforded several

attempts and average scores are used, they offer a much greater prospect to great achievement.

### **References:**

1. Black P. and Wiliam, D. Inside the black box: Raising standards through classroom assessment. 1998. Pp. 139-148

2. Крылова О.Н., Бойцова Е.Г. Технология формирующего оценивания в современной школе: учебно-методическое пособие. СПб.: КАРО, 2015. 129 с.

3. Black P., & Wiliam D. Seven Strategies of Assessment for Learning. Oxford, 2008. 135 p.

4. Fishman I.S., Golub G.B. Formative assessment of students' learning achievements. Samara, 2007. Pp. 56-90.

5. Zhdanova E.V. Modern tools for assessing the work of students in English classes // Siberian Pedagogical Journal. 2012. Vol. 5.

6. Машкова Р.Е. К вопросу о применении формирующего оценивания на уроках иностранного языка // Образовательная среда сегодня: теория и практика. 2017. С. 82-85.

7. Crisp V., & Ward C. The development of a formative scenario-based computer assisted assessment tool in psychology for teachers: The PePCAA project // Computers & Education. 2008. № 50(4). Pp. 1509-1526.