ӘЛ-ФАРАБИ атындағы ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ
КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ имени АЛЬ-ФАРАБИ

«БІЛІМДІ БАҒАЛАУДЫҢ ҚҰЗЫРЕТТІ-БАҒДАРЛЫ ЖҮЙЕСІ»
44-ші ғылыми-әдістемелік конференция
МАТЕРИАЛДАРЫ

17-18 қаңтар 2014 жыл

3-кітап

МАТЕРИАЛЫ
44-ой научно-методической конференции
«КОМПЕТЕНТНОСТНО-ОРИЕНТИРОВАННАЯ СИСТЕМА ОЦЕНКИ ЗНАНИЙ»

17-18 января 2014 года

Книга 3

...er estimates the coverage percentage of the program (standard requirements) stated in the test specification by the author.

- The second criterion is the correct proportions of the test content. This criterion allows us to estimate the correctness of model content display of the discipline in the test. To assess the accuracy of proportions test expert calculates the percentage of jobs in the test, oriented to the material of each section (content line). Then he gives his vision of the optimal ratio of sections and calculates the difference that characterizes the deviation of its developers' opinion from his evaluation.

- The third criterion is the content equation examination of under review system of assignments of test specification. The discrepancy may arise as a decrease and an increase of items in the number scheduled in the test. Degree of non-compliance is determined by counting the percentage of jobs not covered by the specification or on substantive aspect of activity planned, but not involved in the test.

The specific form of the test assignments is characterized in that the test questions are not questions and tasks, but tasks formulated in the form of statements, depending on the answers, true or false. Traditional issues, by contrast, are not true or false, and the answers are often so vague and wordy that it requires noticeable, in aggregate terms, the costs of intellectual energy of teachers to identify them correctly. In this sense, the traditional questions and answers are low-tech, so it is better not to include them in the test.

Specific content in the test means using only such reference material, which corresponds to the maintenance of discipline; the rest is not included in the pedagogical test under any pretext. For example, checking the level of intellectual development is the subject of psychological testing. Test content exists and it is stored and transmitted in one of the four major task forms and outside test forms neither test nor its content does not exist.

Only theoretically justified teaching testology criterion ordering the detention of so-called homogeneous test criterion is difficult assignments. Extracurricular content (such as checking the level of intellectual development) is not included in teaching test. This is a subject of psychological measurement. Increasing difficulty of tasks can be compared with the barriers on the treadmill stadium where each successive one is higher than the previous one. To run the race and successfully overcome all barriers can only he who is better prepared.

Л. Екшембеева

МИРОВОЗЗРЕНЧЕСКАЯ СОСТАВЛЯЮЩАЯ КОМПЕТЕНТНОСТНО-ОРИЕНТИРОВАННЫХ ФОРМ КОНТРОЛЯ

Высшее профессиональное образование становится важным фактором, движущей силой мирового интеграционного процесса и, одновременно, его следствием. Стремление соответствовать Хартии университетов в рамках Болонского процесса определило тот факт, что содержанием образования в Казахстане определена «система (комплекс) знаний, являющаяся основой для формирования компетентности и всестороннего развития личности» (ст. 13 Закона об образовании, 2007).

Таким образом, компетентностная составляющая наряду с традиционной знаниевой стала важным параметром образовательной деятельности. Это отражено в Спецификациях образовательных программ и Каталогах элективных курсов. По логике, реализация программы и контроль за её качеством должны быть ориентированы на фундаментальность знаниевого содержания учебных дисциплин и сформированность компетенций.

Если обучение через знание традиционно для нашей системы образования, то формирование компетенций инновационно.

Традиции в культуре и науке, а образование это результат их синтеза, как правило, оцениваются позитивно: в науке «традиции означают преемственность знаний и методов исследования, в искусстве – преемственность стиля и мастерства». [1: 465]

Социально-культурное наследие как результат сохранения традиций – это культурное богатство народа, основа его духовности. Почему же в последнее время к традициям образовательным относятся, мягко говоря, критически? Почему негативный оттенок приобретает само выражение «традиционный образовательный процесс»? И почему в большей степени критике подвергается методология образовательного процесса?

Content optimization is the leading idea of the traditional test, and even to greater extent of adaptive test: a minimum number of assignments in a short time, rapidly, efficiently and cost-effectively measure of the knowledge of a larger number of students.

This idea is close to the meaning of the aim of increasing the effectiveness of educational activities in the process of using mass forms of knowledge examination. It is appropriate to make a generalization of ideological persuasion here: the culture of testing is primarily interesting for those leaders who are working for improving the mentioned effectiveness.

Criteria for selection of the test content:
1. Equation of test content and testing purposes;
2. Significance of testing knowledge in the general system of knowledge.
3. Interrelation between content and form.
4. Substantial correctness of test assignments.
5. Representativeness of the educational discipline content in the test content.
6. Equation of the test content and the level of the current state of science.
7. Complexity and balance of the test content.
8. Systematic content.
9. Variability of the content.

The relevance of a test method is explained by its undeniable advantages over other teaching methods. Five key advantages:
1. High scientific validity of the test itself, which allows to receive objectified estimation of the preparedness level of being tested students;
2. Workability of test methods;
3. Measurement accuracy;
4. The presence of the same rules of the pedagogical control and adequate interpretation of test results for all users;
5. Compatibility of test technology with other modern educational technologies.

Theoretical and methodological basis of test methods is constituted by the system of concepts and terms, questions, forms, and content of tests. Methods and criteria for test quality control, as well as mathematical models of pedagogical measures relate to the issues of methodology; they are not affected in this report.

Expertize methodology for the test content usually consists of three sections, which are arranged according to three areas of experts. Before beginning to work each expert should be familiar with the specification of the test under review, containing explanations of its structure and planned to check the content.

The content analysis of individual test questions and at this stage, the expert is invited to:
- Evaluate the selected right variants from the test answers by the expert;
- Estimate the content of assignments in terms of the requirements for the educational achievements. For the analysis, the examiner needs to compare the content of each assignment of the test questions and numbered list of requirements that are included in the set of materials for examination and are issued together with tests to the expert. As a result of comparison, examiner finds the number of requirement, which is mainly focused on the content of the given assignment;
- Determine the level of the base due to three groups: basic, enhanced, and complex;
- Determine the significance level of the content of each test question. Valuing is linked to the need for including only those items of content in the test which are the most important for the development of a training course within the requirements of the level of training. Significance evaluation is offered by separate tasks, excluding the fact that certain elements of the content in tasks may overlap. In this case, the focus must be placed that measures the job without taking into account the intermediate elements of knowledge, requested during the execution of the test questions;
- Determine the expected percentage of the test performance with a satisfactory training by the students;
- Determine the expected percentage of selection performance by the students;

Quality estimation of test versions is carried out according to their compliance with the following criteria:
- The first criterion is the coverage completeness of requirements for each level of training for this test and all the options together. The necessity of completeness estimation is connected with the fact that usually not all permissions may be displayed in the test. The fuller display, the higher the content validity of the test, the more confidence in the validity of the scores is obtained by students on this test. In this case the

форме различными способами (в виде назывных и вопросительных предложений и ...ов).Таким образом, студент в данной СРС представляет на суд преподавателя результат ...воения знаний практических занятий и свою способность аналитически мыслить. Конечно, такая самостоятельная работа студента должна быть оценена высоким баллом (15-18 баллов). Любая оценка преподавателя должна быть обоснована полнотой выполнения задания и творческим подходом к её выполнению со стороны студента, его компетенций, сформированных в ходе выполнения заданий.

Таким образом, компетентностно-ориентированная система оценки знаний студентов должна базироваться на международных стандартах кредитной системы обучения, направленной на формирование будущего профессионала, способного работать в современных условиях меняющегося многовекторного общества. Оценивание таких важных компетенций студента, как толерантное восприятие окружающего, умение уважать мнение других людей, способность анализировать, работать в команде и др., должно быть соответствующим поставленным перед студентом задач и быть ожидаемым со стороны студента.

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MODELS AND METHODSOF STUDENTS' TEST ASSIGNMENTS

Nowadays the greatest interest is aroused by the test system among the methods of knowledge control in the national university science.

Test control successfully complements and enhances the existing traditional forms and methods of control actively using remote computer technology. Moreover, carrying out the basic pedagogical functions assigned to supervision by the learning process, computerized testing is becoming an effective tool for summarizing the results of students' learning activities during various kinds of studies at all stages – from the first testing to the complex teaching summary. The success of the test creation mainly depends on the quality of the initial test material, which is achieved by proper planning of its content in the test specifications and the ability of the developer to realize this plan during test item design. Test design is accompanied by the display of subject content in the test content by allocating aggregated knowledge units. In this regard, traditionally the immediate stage of test assessment quality is an internal examination of the test content. Examination technique, implemented in the works, based on the provisions of the classical theory of test generation is the most widely used in domestic testology. This model of test assessment quality consists of two main steps:

- Expert assessment of the quality of test content;
- Statistical justification of test quality (test expertise).

Test contentis an optimal display of the content of education in the system of test assignments. The expression "optimal mapping" suggests the need for the selection of the reference material, the answers to which with high probability would indicate the level of preparedness of each student.

The requirement for optimal display leads to the need for periodic review of purpose and meaning of teaching. Until recently, the practice of general secondary education was limited by the acquisition of well-known list of knowledge and skills; In the education ministry the controversial (if not harmful) idea of the so-called "education minimum" was added to this one that was included in the final conflict with the goals of genuine education and personal development, with goals which include the full intellectual, cultural, moral, aesthetic and physical development. Orientation to work for minimum wage and only control is the result of the bureaucratization of education management and the fallacy of a totally minimalist educational policy.