

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ
ИМЕНИ АЛЪ-ФАРАБИ

СОВЕРШЕНСТВОВАНИЕ МЕТОДИК
ПРЕПОДАВАНИЯ ДИСЦИПЛИН
НА ЮРИДИЧЕСКОМ ФАКУЛЬТЕТЕ

Материалы

учебно-методического семинара,
посвященного 80-летию КазНУ имени аль-Фараби

Алматы
«Казак университеті»
2014

Атаханова С.К., Тлепбергенов О.Н., Арын А.А. Применение тестовых форм для качественной оценки знаний обучающихся	51
Атаханова С.К. Интерактивті нысандарғы сабақ жүргізуде интерактивтік әдіс-тәсілдерді қолдану	59
Допанова А.С. Сравнительный анализ системы высшего образования в Казахстане и Великобритании на основании результатов прохождения стажировки в университете ретинга	66
Бисенова М.К. Методические указания по организации лекционных и практических занятий для преподавателя	72
Нұррахметова Г.Г. Методические рекомендации по написанию рефератов как одного из видов СРСII по дисциплине «Проблемы семейного и жилищного права»	78
Ермухаметова С.Р. Халықаралық жеке құқық пәнінен өзіндік жұмыстарды ұйымдастыру ерекшеліктері	85
Омарова А.Б. Об актуальных вопросах отечественного юридического образования	89
Тенісбаев Т. Теориялық білімді тәжірибе жүзінде бекітудің жолдары білім беру барысындағы маңызы	94
Худайбердина Г.А. Методические рекомендации по работе студентов с нормативно-правовыми актами и литературой при изучении межкультурного частного права	96
Урисбаева А. А. Білім берудің өзекті міндеттерінің бірі – оқу үдерісінің тәжірибелік бағыты мен білім беру бағдарламаларын жаңғырту	99
Рысқалиев Д.У. О некоторых вопросах повышения квалификации педагогических и других категорий работников	104
Ложникова О.П. Методика обучения студентов основам публичного выступления	113

Гаукаһар Атабаева, Айнагул Кхаленова Approaches to evaluation and assessment in your area of teaching / discipline	117
Айсұлтанова К.А., Алиярова Е.М., Махжанданова Д.М. Методы обучения письменному переводу с английского на казахский язык	122
Хошаева Г. Б. Чтение иностранному языку по начинающему уровню	127
Серикбаева С.З. Использование песни в обучении иностранного языка (из опыта работы Клуба Английской Песни)	135
Карашина Г.Т., Оразбаева Г.А. Обучение студентов-юристов профессиональной коммуникации на основе ситуативных упражнений	140

Ударных слогов, интонационная законченность фразы или ее части. Он - существенный момент в голосовой характеристике человека и его индивидуальности. Ритм также играет большую роль и как средство, регулирующее «порог внимания».⁽⁴⁾

Виды пауз зависят от выполняемых функций. Наиболее значительны «поисковые» - когда идет процесс мышления, и «типологизирующие», когда наступает молчание.

Оратор должен думать о том, как удерживать внимание слушателей. Психологи говорят, что в условиях длительного чтения нервных процессов в одном и том же режиме, сигналы, окрасленные новизной, резко активизируют эти процессы. Поэтому интересы слушателя должны выдвигаться в центр общения. В этом залог успешного воздействия выступления. Говоря проще, оратор должен знать свою аудиторию, ее настрой, интересы, симпатии, нужды и т.п. Только тогда он будет партером по общению.

Удерживать внимание можно разными путями, в том числе апеллирующей к аудитории (если известна ее изначальная позиция), интонацией, применением индивидуальных языковых средств, диалогичностью, т.е. разбивкой речевого потока на вопросы и ответы, использованием системы обращения «мы», «вы», «те из вас...», «мы с вами...». Решению этой задачи помогут также контактно устанавливаемые фразы.

Хочется напомнить, что психическое воздействие на собравшихся начинается еще до выступления, с момента появления человека перед аудиторией (в условиях телевидения - на экране). Благоприятное впечатление поможет убеждающему воздействию речи, негативное - помешает.

Ссылки

1. Сопер П. Д. Основы искусства речи. М., 1992
2. Три трактата об ораторском искусстве. М., 1972. С. 105.
3. Бактин М.М. Эстетика словесного творчества. М., 1979. С. 281.
4. Флоренский П.А. Строение слова // Контекст—1972.М., 1973.

Gaukhar Atabayeva, Ainagul Khalenova

APPROACHES TO EVALUATION AND ASSESSMENT IN YOUR AREA OF TEACHING / DISCIPLINE

Assessment in education is a complicated and important but it is not without controversy and it can easily lead to polarized views and unhelpful tensions. This is particularly the case in the context of language as school subject (LS) because of the diversity and complexity of its aims. Assessment also can be defined as a sample taken from a larger domain of content and process skills that allows one to infer student understanding of a part of the larger domain being explored. The sample may include behaviors, products, knowledge, and performances. Assessment is a continuous, ongoing process that involves examining and observing children's behaviors, listening to their ideas, and developing questions to promote conceptual understanding. The term authentic assessment is often referred to in any discussion of assessment and can be thought of as an examination of student performance and understanding on significant tasks that have relevancy to the student's life inside and outside of the classroom.

When teachers decide to use assessment, they should carefully consider why they are assessing learners, what information are they trying to access, and how can they best elicit this information. However, there are other ways to assess students' progress and learning. Many of the ideas presented in this workshop are based on the work of education specialists who believe that the traditional approach to testing doesn't reflect the full range of student learning. There is also a lot of current discussion about assessment that focuses on creating curricula that are integrated throughout a child's education. In many places around the country, these ideas are being successfully implemented.

Assessment provides information on whether teaching/learning has been successful. However the information it provides has a number of potential different audiences whose precise requirements may vary. Classroom teachers need regular information on how pupils' knowledge, skills and understanding are developing, both to

inform how they should adjust their teaching and to determine what kind of feedback is needed to improve pupils' learning. On the other hand, school principals and policy makers need additional, broader information on the quality of education in a school or country. The sort of comparative data required for this purpose needs a high level of reliability and uniformity. In the case of language as school subject this requirement is challenging because it is difficult to create tests which are manageable but at the same time faithful to the aims of the subject. Employers and society at large also need reliable information which can help certify achievement and provide a basis for selection. Parents too require information which can help them understand their children's achievements and limitations. Learners themselves need to know how they are progressing and how to improve their performance but they may need to be protected from the potentially demotivating effects of negative assessment.

A starting point for resolving tensions related to matters of assessment is to develop understanding of other points of view. A key challenge is to develop a system of assessment that acknowledges the different functions of assessment and it helps to see these as complementary rather than being in opposition to each other.

It's very important that in approaches to assessment, two central tendencies emerge which are relevant to language as subject. One places emphasis on the assessment of learning where reliable, objective measures are a high priority. The focus here is on making summative judgements which in practice is likely to involve more formal examinations and tests with marks schemes to ensure that the process is sound. An alternative approach is to change the emphasis from assessment of learning to assessment for learning, implying a more formative approach where there is much more emphasis on feedback to improve performance. The approach here might be through course work and portfolio assessment in which diverse information can be gathered which reflects the true broad nature of the subject.

As for portfolio assessment it has a number of advantages for language as school subject; for example, it can motivate and empower the learner, it can provide samples of performance

collected over time, evidence of use and awareness of process. Portfolio assessment incorporates evidence derived from more realistic tasks in meaningful contexts, rather than relying on artificial, decontextualised tasks undertaken in timed conditions. A further advantage of this approach is that it can embody different forms of self-assessment which can also be helpful ways of motivating learners and having them reflect on their progress. Self-assessment encourages pupils to take responsibility in the learning process although it is advisable for them to be trained in self-assessment techniques for this to work effectively. The difficulty with portfolio assessment is that it is conceived only as the accumulation of evidence produced in informal settings is that it does not easily satisfy demands for reliability. Work which has been produced over an extended period of time, with formative guidance from the teacher and collaboration with classroom peers is not always convincing evidence of competence. Knowledge of criteria can help performance and improve motivation but once again, in the context of language as subject, the issues are more complex than they first seem. A common assumption is that pupils learn best when they know what they are trying to achieve and why. While this view is largely true, there are exceptions. Because the development of language can in some ways be described as a 'natural' process learners do not always need to be fully focused on specific aspects of their performance in order to improve. In fact too much focal awareness on performance can make them too self-conscious; speakers can appear too groomed and artificial; the writer who has been told to strive for effect by using more adjectives may develop a highly artificial and awkward style. These insights do not negate the importance of transparency as a principle but highlight the fact that in pedagogical practice the principle needs to be interpreted and implemented with care.

The use of competences to describe outcomes which can be assessed has developed considerably in recent years. It is worth noting that the term 'competence' is used by writers in different ways which can be a source of confusion. Sometimes it is used in a very general way as a synonym for 'ability' or capability as in 'language competence'. Other writers use the term to describe broad

language modes or domains such as reading, writing, speaking and listening. More commonly however 'competences' refers to the specific actions which a learner must perform and which in turn can be assessed to demonstrate achievement in a subject. Advocates of using competence statements for assessment purposes and syllabus design see their value largely in bringing clarity and transparency to the specification of learning outcomes. Critics of a competence approach take the view that performance statements are too narrow and specific, and do not reflect the range and subtlety of what is involved in language development. There are parallels here with differences of opinion over the relative merits of portfolio and formal testing. The balance of advantages and disadvantages needs to be considered.

One of the challenges posed by assessing language as school subject (LS) is that the content is so varied and complex (see the paper by Florentina Sâmihăian) which is in turn a reflection of the complexity of the aims. Each mode of 'writing', 'reading', 'speaking' and 'listening' can be broken down into further areas. A subject that is so multidimensional raises the question as to whether an assessment task in one area is representative of achievement in the subject as a whole. For example, it is fairly safe to assume that performance in speaking is not necessarily indicative of reading competence. On the other hand it is less clear whether it is necessary to assume that reading ability varies in relation to texts of different types (fiction, non-fiction, media). The assessment of reading can easily remain at a surface level only addressing recall or literal comprehension rather than deeper understanding. Multiple choice questions on a text are easy to mark and may yield high reliability (in the technical sense) but are less equipped to assess the learner's deep and individual response to a text. Even with very young children the reading process is more than simply decoding text and any system of assessment needs to reflect that fact. It is the complexity of the subject that accounts for the hostility teachers of languages as school subject sometimes express towards large-scale and formal testing because only a fairly narrow range of competences can be assessed in a single test. A similar question arises in relation to writing. Do pupils need to be assessed on a range of different tasks reflecting the

fact that writing exists for different purposes and for different audiences? The assessment of writing appears to be more straightforward than that of reading and speaking because at least there is always a product which can be referred to after the event. But there is a major challenge in determining what criteria should dominate in making a judgement (for example the accuracy of the writing as opposed to the impact of the content) and whether the criteria should change in relation to different types of writing. It is also wrong to assume that the only response to pupils' writing comes when it is completed. Formative assessment in the form of a dialogue about the work in process is an important way of improving standards. Assessment is always a selection and therefore can unwittingly value some aspects of the subject more than others.

We have experience in teaching practical and General English, English for professional purposes.

There are two attestation periods in our University worth 100 % each. The final exam is 100% of the student's grade. And in-class assessment includes class work, quizzes, and participation.

Homework (T/SIS) is work done outside of class and includes regular assignments as well as the project. In our university Academic honesty is expected of all students. Cheating and plagiarism are violations of academic honesty any student found violating the academic policy would receive an automatic "ZERO" for the assignment.

Late work: All formal papers must be submitted at the beginning of class on the day they are due. There will be a deduction of points. (10% per day)

The student is responsible for obtaining all notes and assignments from the classes missed.

In conclusion, we want to say that language assessment can be an integral part of learning for students and teachers in language classrooms. It also appears in a multitude of decisions made by teachers, students and administrators. Assessment is used when placing students into courses, diagnosing their needs, determining when learning goals are met, evaluating teaching methods, as well as providing learners with self-evaluative information.