

OBJECTIVITY AND SUBJECTIVITY CRITERIA IN ENGLISH EXAMINATION TESTING DURING THE PANDEMIC

Abstract

Exams, being a good way to measure the academic achievement, can cause students serious psychological problems. One of the ways to eliminate stressful situations is to maximize the objectivity of students' assessment during examination testing. The article analyses the measures to reduce the subjectivity of assessment during examination testing in the context of a pandemic. Options for conducting examination testing at the university, at home and with the participation of a proctor are offered. Pros and cons of proctoring are discussed. The procedure for examination testing and the conditions for its implementation in the context of a pandemic are described in detail. The article provides a practical example of conducting an examination test in the specialty «Jurisprudence». The article considers the alternatives to examination testing. The author concludes saying that it is necessary to combine traditional and distance learning methods after the end of the pandemic period in Kazakhstan.

Keywords: psychological problems; objectivity; subjectivity; exam testing; Zoom and Skype programs; pros and cons of proctoring; English grammar; legal terminology; writing a written report on an oral topic; automatic scoring; methods of organizing exam testing; alternatives to exam testing.

Introduction. An integral part of the educational process is the problem of monitoring and evaluating students' knowledge. During the pandemic, many universities are reviewing their policies for monitoring educational activities and offering new methods for assessing students' knowledge. Since the main objectives of such a review are, first of all, to improve the quality of education and the level of training of specialists, the system of assessing students' knowledge should allow teachers to objectively consider the results of their work and correct emerging problems. This is especially true for the final examination of students' knowledge at the end of studying a subject, in our case, a foreign language. The exam and examination testing are «an assessment tool for collecting information about a student's cognitive, psychomotor, and affective achievements» [7].

Exams can be a good way to measure

students' academic achievement. In the context of a worldwide pandemic, they can be carried out in the form of an examination test, replacing the exam in the traditional form. Some students consider exams not the best way of checking out their knowledge due to the fact that there are many factors that do not allow the student to show the best result on the exam. These factors include lack of training, illness, injury, or family problems. In their article «Chronic stress and its psychophysiological manifestations among students», researchers O. B. Tapalova and E. Zh. Zhaparov cite the results of their research, in which they note that «The results of the experiment, obviously, indicate that it is the 2nd-year students who most often show resentment, depression, nervousness, a tendency to increase biased anxiety, exacerbation of feelings of loneliness relative to first- and third-year students. The level of adaptability of students

decreases in the 2nd year of study, while by the 3rd year it returns to the limits of the norm» [23, P.40].

This article discusses how to reduce students' anxiety by increasing the objectivity of the exam requirements, as well as maintaining the usual environment of students during the examination testing.

Studies have shown that in today's society, students believe that good grades are more important than a solid understanding of the subject. They study only the information that will be checked, and consider other information irrelevant [13, PP.185-186]. However, in the article «Psychological characteristics of self-organization academic activity of students» researchers Koshegulov A.S., Sarsenbaeva L.O. write that «in order for educational activities to be successful, you need to follow six psychological principles that will give you full readiness to conquer the highest peaks in the field of knowledge» [17, PP.85-86]. In theory, exam testing is designed to measure and evaluate a student's knowledge of a foreign language and is aimed at determining how well they understand the subject and how they use their knowledge of a foreign language to solve various problems.

However, the examination testing should include only the material that was studied during the entire foreign language course. This can be achieved by including in the examination testing only those items that were considered during the intermediate tests and classroom work. This article proposes a system for organizing examination testing that completes a foreign language course in the context of a pandemic.

The examination in a foreign language can be conducted orally with the involvement of well-established programs ZOOM [1; 9; 10] and SKYPE [5; 6], and carried out in the usual way, taking into account the remote nature of the final test. We will talk about conducting an oral exam using ZOOM and SKYPE programs in the context of a pandemic in the next article. Conducting exams with the accounting presentation referred to in article test requirements, would dramatically increase the objectivity of the evaluation when

checking students' answers on the part of the examiner, and cause a positive reaction from the point of view of the students themselves, who themselves will be able to verify the objectivity of the results of the examination testing later.

The main body. The objectivity and subjectivity of the assessment refers to the nature of the data that is collected during the process of assessment. Objectivity defines information that is collected by measuring, observing, and studying facts [16, P.401]. Subjectivity describes information based on personal views, opinions, or value judgments [16, P.403]. Some researchers view objectivity and subjectivity as opposites, while others suggest that they are simply at both ends of the continuum. All estimates fall within this range, having some characteristic of objectivity and subjectivity [18, PP.1-6].

To determine the boundaries of objectivity and subjectivity, you need to start with the factors of objectivity.

When preparing exam materials, the factor of uniformity should be taken into account as an objective and reliable way to check students' knowledge. It is necessary that students, when studying at the same time and under the same circumstances at the end of a foreign language course, give the same range of answers, which, being equally accessible to all students, is evaluated on the basis of their development and academic performance. The uniformity required by exams standardizes the interests, abilities, and knowledge acquired by students, and this provides a uniform or standard means of evaluating students. Thus, all students are tested at the same basic level of complexity and understanding [25].

In the presence of an exam and examination testing, students put more effort into studying, performing tests and preparing homework. Such circumstances arouse curiosity in the minds of students, and make them think outside the box. They ask and answer questions, correlate the course of training with situations that arise in life, thereby increasing their potential. As a result, permanent skills are developed and students are prepared for real-life situations, on which the examination testing is based on.

There were cases, even before the onset of the pandemic, that during the examination session, some students become ill, others even become victims of accidents, it was in this state of health that they had to take exams. Often there were situations when students suffered from family problems, financial difficulties, psychological failures, emotional trauma, spiritual imbalance, and so on. Passing exams at such a turbulent time in their lives often caused them to fail in their subsequent studies. In order for exams, in particular foreign language examination testing, to become the best check of students' knowledge, it is necessary to minimize the above problems [8].

In her article «The content and significance of teachers' evaluation activities in the context of updated education», a Kazakh researcher Kh. T. Masimova writes that «Types and methods of public evaluation should be provided to students. The assessment is made publicly, the student must know what knowledge and how it is evaluated. Students themselves should take part in determining the criteria and methods of assessment» [20, P.34].

It is required that when organizing an examination test the examiners: 1) test the student's ability to apply the acquired knowledge in solving the proposed problems, 2) eliminate the possible discretionary powers of teachers in assessment and evaluation, 3) provide the sufficient time for recuperation and passing the other exams by students who are found to be ill or are victims of serious accidents after the latter restore their mental healthy state, 4) that when issuing the final exam score, take into the account the previous work of students during the foreign language course, such as presentations, essays, oral tests, etc., and this will allow to give a more balanced final assessment, 5) control students' respond adequately to exam testing questions and their level of anxiety during the test [14, P.237].

Organization of examination testing. In the article of the National Research University «Higher School of Economics» «Exams online and their distant conducting», it is stated that the procedures for conducting online exams in different countries are generally similar. «The

main thing is to ensure the protection of test materials from copying and control over the passing of the exam» [21].

In the context of a pandemic, it is necessary to take into account the psychological and physical condition of students. It is desirable that each student understands that the knowledge that is tested during the examination test is the condition that was agreed upon and supported during the entire educational process. The very conditions that need to be followed during a pandemic – keeping a social distance, working on the proposed test material while wearing a mask, and so on – also impose new, unconventional circumstances that also affect the state of anxiety and affect the objective consideration of reality.

Before describing the requirements of the examination test, you should focus on the conditions of its implementation. There are three possibilities: 1) organization of examination testing in an educational institution in compliance with all possible sanitary standards: wearing a mask, observing the distance between the examiners themselves and the examiner, if necessary, the presence of gloves for students or the obligation to wash their hands with sanitizers after the exam, and so on; 2) organization of examination testing at home of the examinee student in compliance with the technical requirements that are mandatory when taking home examination tests; 3) organization of examination testing with a time limit for its execution in the presence of proctoring of the examination test.

Let's take a closer look at these three possibilities.

Organization of examination testing in an educational institution. This method of organizing examination testing should clearly correspond to the level of danger in the city. If there is an orange and red level, it is forbidden to conduct an examination test. If the danger level is reduced to green, students will be able to arrive at their educational institution and take their places in accordance with the plan of their placement, which is previously drawn up and agreed upon by the university management. When a student arrives for an examination test,

the examination room must be ready. Exam tickets are spread out on the examiner's desk. The examinee walks up to the table and points to the ticket he or she wants to choose. After that, the examiner takes this ticket and shows it to the examinee student, announcing his number. Next, the student moves to another table and takes his own version from the exam test options laid out in order. Taking his own version, the student goes to prepare for his or her designated place. This place can be designated by putting a name plate on the table. When the student takes his seat, a report of the time allocated to the test begins. After completing the exam test, the student hands in their exam materials and leaves the exam room.

Examination testing can be carried out on the computer of the university with the obligatory putting on of gloves by the student who performs the test for a certain period of time. If the student does not have their own hygiene gloves, the university, through its medical representative, ensures their availability. Determining the ticket option is performed in the above way. Passing the completed test is carried out by the examiner, who asks the examinee to save his completed test in the computer memory for its subsequent verification.

Organization of examination testing at home. To organize an examination test at home, you must follow the following requirements. The room for the exam should be small in size, for example, a kitchen or living room will be suitable, in which no one will pass during the examination test. In this room, in addition to the laptop camera that shows the exam student, there should be a second camera that is placed in such a way as to show the entire room, leaving no corner uncovered. Such a camera can be inexpensive, for example, a camera with at least 2 megapixels and a resolution (1920 x 1080), which can be purchased by any student. If the room is really small, then the camera can be placed behind the student's back, slightly to the left or right, so that the screen of the student's laptop or computer is visible. If the room is quite large, then you can limit yourself to one camera installed behind the student's back and showing the screen with the test. Since the sound is not

turned off, it is possible to hear what is happening in the room if the external camera cannot cover the entire room and simultaneously show the screen on which the test is being performed. If the upper camera stops working, then there are two ways out – 1) stop the examination test and transfer it to a later date; 2) limit yourself only to the camera of a laptop or computer with the sound turned on and strictly monitor the time of the test and send it to the examiner for verification. If the university has the technical capabilities to control the performance of the examination test, then through the examiner, the student is forbidden to open other windows and use other means of communication in order to prevent the examinee from communicating with his comrades or assistants. After completing the test, ask the examinee to send their version to the examiner. Time delays can lead to lower scores.

Examination testing with its proctoring. This method of conducting examination testing occurs when it is necessary not only to check the knowledge of students, but also the work of the teacher themselves after completing a foreign language course. During the pandemic, it is very difficult to apply to other universities and look for teachers who are well versed in ZOOM and Skype technologies and are ready to work additionally as proctors. If the university management has any questions about a specific teacher and students, then it is necessary to resort to proctoring. Proctoring is a control procedure for online testing, where the entire process is supervised by an administrator-proctor. The latter follows the actions of the examinee using a webcam and sees what is happening on the monitor of his or her computer. This technology allows you to confirm the identity of the candidate, objectively assess the students' knowledge, exclude cheat sheets and other tricks on the exam. In this case, the subject and the proctor may be located in different parts of the country. The proctor may not be a teacher of a foreign language, but simply a supervisor of the examination test, whose task is to monitor compliance with the norms of the test. In

the case of using a proctor, the examination materials are sent to the person appointed by the administration [19].

Positive and negative aspects associated with conducting exams with the participation of a professional online proctor Advantages of proctoring:

- save money and time on organizing computer classes for exams, finding and training people who follow the exams;
- the examinee chooses any time to take the exam, as proctoring is available at any time;
- the exam is conducted at home in a comfortable environment, which contributes to high exam results;
- minimum equipment costs: it is enough to have a computer, webcam and microphone;
- removing problems related to the bias of the foreign language teacher who conducts this course;
- get results quickly: asynchronous proctoring allows you to filter out only suspicious sessions that can already be viewed manually, and confirm that the exam was passed honestly.

Disadvantages of proctoring:

- the need for the examinee to have a fairly fast and stable Internet channel (network connection speed of 1 Mbit/ s);
- the problem of task leakage, when the first students take the test and remember the answers, and then pass them on to everyone else. The problem is resolved as follows: 1) individual tasks are offered; 2) if there is only one test option, the test is conducted simultaneously by all students; 3) when examiners, having only one test task, create options, swapping the sequence of questions and correct answers, limit the time, in order to create a problem for unscrupulous students who find it difficult to remember and process the answers to all tasks.

Selection of the examination test option when it is performed at home or under the supervision of a proctor. Due to the fact that the examination test is the last and final test for a foreign language course, it is desirable that it should be similar to a traditional exam, when the student oneself determines his or her own version of

the task. To do this, you can organize a Zoom conference fifteen to twenty minutes before the start of the examination test and display an image of twenty-five tickets on the examiner's screen. These tickets are arranged on two pages, with students only seeing the first page with blank rectangles depicting exam tickets. On the second page, the same exam tickets are arranged in random order. Students take turns choosing any ticket at will, and after each choice of the student, the last name, first name, patronymic is applied to the ticket. After completing this selection of tickets, the examiner displays two pages: the tickets selected by the students on the first page and the ticket numbers on the second page. According to the students' choice, a ticket number is approved for each student. This technique, from the very beginning of the examination test, convinces the student that his or her option is not imposed, is not determined by someone else, but on the contrary, he or she made his or her own choice. As an example, we give one of the cases of conducting an exam (examination testing) in the direction of training «Jurisprudence».

As the result of this students' choice, a list of students and their examination cards was compiled: Vilkov V.D. – Examination card №11; Zhuasbekov M.M. – Examination card №5; Ivanov I.P. – Examination card №12; Kozhebaev M.S. – Examination card №15; Kostryukov V.V. – Examination card №10; Li A.S. – Examination card №17; Poperny V.K. – Examination card №20; Sadkov D.V. – Examination card №8; Sergeev K.P. – Examination card №25; Stupak P.V. – Examination card №16; Khan A.Yu. – Examination card №9.

So, by the beginning of the examination testing, examination card numbers and task options have been determined. The examiner sends the selected options to students by email (for insurance, each student must have a second email address). The examinee, having received his task, informs the examiner about it. From this fixed moment, the report of the set time period begins, for example, 1 hour for 60 questions. However, the amount of time offered to the examinee depends on the complexity of the task and the number of questions.

Table 1

**Distribution of tickets for examination testing for the 2nd year of the training direction
«Jurisprudence»**

| FULL NAMES | | | | EXAMINATION CARDS | | | | | |
|----------------|----------------|----------------|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| Vilkov V.D. | | | Zhuasbekov M.M. | Exam. card № 11 | Exam. card № 2 | Exam. card № 3 | Exam. card № 21 | Exam. card № 5 | |
| | | Sadkov D.V. | Kostryukov V.V. | Exam. card № 6 | Exam. card № 18 | Exam. card № 8 | Exam. card № 14 | Exam. card № 10 | |
| | Ivanov I.P. | | Sergeev K.P. | Exam. card № 22 | Exam. card № 12 | Exam. card № 13 | Exam. card № 25 | Exam. card № 1 | |
| Stupak P.V. | Lee A.S. | | Paperny V.K. | Exam. card № 16 | Exam. card № 17 | Exam. card № 7 | Exam. card № 23 | Exam. card № 20 | |
| | Khan A.U. | | Kozubaev M.S. | Exam. card № 19 | Exam. card № 9 | Exam. card № 4 | Exam. card № 24 | Exam. card № 15 | |

The examination test consists of two separate parts. The first part is an English grammar test that students have taken for four terms, and is held in the penultimate or last week of classes. (In theory, electronic testing can be done in one go, but the test itself becomes very long and makes it difficult to get a satisfactory score.) The tasks are performed using the Moodle program, which includes two or three questions through the so-called «Random Question» item (two or three questions are automatically selected by the computer from pre-compiled and available hundred or more questions on each grammatical topic) and is a multiple choice test on the following grammatical topics: Articles, Verb and its forms, Quantitative Determinants, Pronouns, Modal Verbs, Non-Personal Verb Forms, Prepositions, Direct and Indirect speech, Tenses Matching, Word Formation, Subjunctive Mood (Conditional sentences), Conjunctions, Degrees of comparison of adjectives and adverbs, Passive voice, Noun, Phrasal verbs. The grammar test check is automatic and the examiner gets the results almost instantly. When performing a grammar test, there is a time limit. The university and teachers determine which of

the above methods (passing the entire test at one time or dividing the exam test into two parts) is most convenient for them, and assign a date and time.

The second part consists of three tasks. When composing the test, we used the layout of tasks of the Unified Portal of Internet testing in the field of education in the city of Yoshkar-Ola [12].

The first task included a legal text, followed by text exercises, the second task was working with legal terminology, and the third task was working on an oral conversational topic. For example, Examination card №1 included the text «Capital Punishment» consisting of 3 paragraphs and 260 words, as well as the following text exercises: Exercise 1. When choosing the correct answers, underline and highlight it. Which paragraph of the text refers to «the mental anguish of waiting for capital punishment». 2. The content of the text corresponds to the statement... 3. Complete the statement according to the content of the text. 4. Answer the question. 5. The main idea of the text is... 6. Arrange these sentences in the order of appearance in the text in accordance with their semantic component.

In each paragraph, in addition to the text of the question itself, four possible answers were added, only one of which was correct. To determine the correct answer, the corresponding sentence was copied to a separate cell and later analyzed. In the last paragraph, it was necessary to arrange the sentences in the order of mentioning in the text and placing them in this form in the proposed cell.

The second task is related to working on terminology. In the first paragraph, it was necessary to give a definition or describe what one or another of the 5 proposed legal terms means. For example, such combinations as abolish the capital punishment, will deter a criminal from the most serious crimes, etc. In the second paragraph, it was necessary to determine the crime and the criminal who commits this crime. For example, ... is carried out by a ... who seizes someone with the help of force and demands money for a return without consequences or ... is carried out by the subject of a criminal attack who commits a physical attack on someone. We call this criminal ...

The third task was focused on the oral topic «Felony and misdemeanour». It offers a text and 10 questions to be answered by viewing the text. These questions contain the main idea of the text and reflect the main provisions related to «Felony and misdemeanour». A text is created from the answers to the questions that can be told as an oral topic.

It is advisable to prepare tasks with scores that are multiples of ten, so that it is easier to calculate the result manually, if there is no automatic calculation of points for tasks. The percentage ratio may be different in different universities. In our case, a standard rating scale was used:

Suggested tasks: 100 %

Percentage of completed tasks: 90% – 100% – Score 5 (five) (excellent); 70% – 89% – Score 4 (four) (good); 50%-69% – Score 3 (three) (satisfactory); below and equal to 49% – Score 2 (two) (unsatisfactory).

The determination of the final score should be objective. Each university determines the criteria for evaluating a student for the entire course of teaching a foreign language. The first

university believes that it is necessary to focus on the student's portfolio [22] and evaluate everything that the student has done throughout the course. The second university believes that the main criterion is the grades for each term and, summing them up and adding the result of the examination test, we get the most objective result. The third university takes into account the results of the last term and examination testing. Looking from the outside, everyone strives for an objective assessment, but ignores subjective factors. In the first university, a student could be harassed by a teacher for personal reasons, for example, the teacher did not like the appearance of the student, his manner of answering, and so on, and because of this, grades were constantly reduced. As a result, we get a large share of subjectivity when making what seems to be an objective assessment. In the second university, when only grades for independent work and the results of the Boundary control in four terms are taken into account, the result is more objective, but if a student enters the student bench with a zero level of a foreign language and during the entire course, working as intensively as possible, by the end he gets an excellent grade, then the grades for all four terms reduce the final grade. In the third university, where the student's knowledge is evaluated almost at the exit, we should, in theory, receive the most objective assessment. But if a student starts working to pay for his or her university tuition, he or she does not have time to attend all classes and the score for a foreign language decreases. The traditional solution is to transfer the student to an individual schedule of attending classes and intensive work with recommended textbooks, however, it seems desirable to transfer such a student to a distance learning mode, so that he works in accordance with his capabilities, receives knowledge through listening and viewing recorded lectures and performs tasks offline, with some time delay and being able to send his tasks even from a business trip.

Now how to evaluate the exam testing? Since two-part testing is proposed, they are evaluated

separately and later summarized. The first part – a task on English grammar, from 60 questions, is determined automatically. The student and the examiner will immediately get the result. The second part is a text task and tasks for mastering the terminology of the field of your specialty, preferably reduced to a numerical assessment. To do this, the task is made of tasks of ten points, which are easily processed even in manual mode, since the examiner already has ready-made answers. You can check some of the tasks using the Moodle computer program. Then evaluating the test results will become even easier. The final result can also be affected by the student's regular completion of tasks, for example, at the beginning or end of each month. Having accumulated a lot of experience in performing tests, and having completed many tasks, the student will objectively pass the final examination test, better.

Alternatives to the traditional exam and foreign language exam testing. The researchers involved in education, are looking for alternatives when you receive a final evaluation after the end of a course. They mainly rely on three fundamental principles as the basis for deriving an ideal assessment: (a) competency assessment, (b) portfolio systems, and (c) the use of information and communication technologies.

Assessment of the student's competence. The idea of each subject is that on the one hand, students learn a certain set of knowledge, for example, the «golden formulas» of English grammar or legal terminology, but on the other hand, that they also master a certain set of skills on the application of these formulas or terminology in everyday practice.

The assessment for each type of electronic testing tasks related to modern forms and terminology should determine which areas of knowledge the student has mastered and which have not. Examination testing provides information for reflection: the student understands where he made a mistake, and in the future will try to avoid mistakes when talking or writing texts in English on this topic, and the teacher understands that if the number of errors in a certain task exceeded the norm, he or she

will need to plan his or her course better in the future, build more flexible training tasks in order to improve this aspect of language teaching. Each test task offers several practical examples, and only one of them is correct, which gives the student the opportunity to choose the right option for the development of the educational situation [2; 24, P.40].

Portfolio systems. The assessment of a student's competence can also be determined from a portfolio, a way to individually assess and focus on the development of students.

An individual portfolio helps the faculty make their judgment of student achievement according to a standard of achievement that is balanced, uniform, evidence-based, and well-founded, allowing faculty to rank the achievements of all students and use the portfolio to make a judgment based on a planned and targeted selection of student learning evidence collected during the reporting period. By the way, examples of student work from the portfolio, such as graded assignments, can be used to provide parents and guardians with more detailed information about the student's achievements and progress [3; 15, P.19].

Use of information and communication technologies. Computers, the Internet and other communication systems (ICTs) can be very useful for improving grades throughout the learning process. There is a special online program that easily highlights certain portfolio items placed in electronic portfolios and easily provides them. If the proposed tasks during the entire course include a system of automatic calculation of student achievements, for example, to evaluate each type of work with a certain number of points, this will allow you to quickly and reliably determine the level of student achievements and make a decision on the final calculation of points for the entire period of study of the subject. In conclusion of the above arguments, let us return to the conclusions on electronic testing [4; 11, P.6].

Conclusion. Pandemic lessons help to understand that it is necessary to combine face-to-face classes and distance testing in the context of a normal educational process, after the end of the pandemic era. During the pandemic and

the emergence of epidemics of new coronavirus infections, the world will be forced to resort to various transformations in all spheres of life. The consequences of these changes will naturally affect education. The introduction of quarantine measures led to an emergency transition of the entire educational process to distance learning. In this situation, teachers had to develop both professionally and personally in order to take on new responsibilities, perform new roles to meet the need for learning and development of their students and society as a whole, since the teacher is the initiator and conductor of development and transformation in the society.

The forced transition to a distance education system, in addition to disadvantages, gave some advantages. For the implementation of distance education today, a variety of technologies are used: video recordings, broadcast television, interactive videos, audio recordings and audio conferences, online web courses. The ability to conduct an exam and examination testing using ZOOM and Skype conferences, allows you to conduct an assessment of students in difficult epidemiological conditions without major problems. The development and spread of the Internet and computer technologies have revolutionized the concepts of education and training.

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Пандемия уақытындағы ағылшын тілінен емтихан тестілеу кезіндегі объективті және субъективті критерийлері

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Аңдатпа

Студенттердің академиялық жетістіктерін өлшеудің жақсы тәсілінің бірі емтихан болып табылады. Емтиханды тапсыру кезінде студенттер психологиялық қиындықтарға ұшырайды. Осындай стрестік жағдайларды болдырмаудың бір жолы-емтихандық тестілеу кезінде студенттердің білімін бағалаудың объективтілігін барынша арттыру. Пандемия кезінде емтихандық тестілеу кезінде бағалаудың субъективтілігін төмендету шаралары талданады. ЖОО ғимаратында, үй жағдайында және проктордың қатысуымен емтихандық тестілеуді өткізу нұсқалары ұсынылады. Прокторингтің оң және теріс жақтары талқыланады. Емтихан тестінің процедурасы және пандемия жағдайында оны өткізу шарттары егжей-тегжейлі сипатталған. Мақалада «Құқықтану» мамандығы бойынша емтихан тестін өткізудің практикалық мысалы келтірілген. Емтихандық тестілеудің баламалары қарастырылады. Қазақстандағы пандемия кезеңі аяқталғаннан кейін дәстүрлі және қашықтықтан оқыту әдістерін біріктіру қажеттілігі туралы қорытынды жасалады.

Түйін сөздер: психологиялық мәселелер; объективтілік; субъективтілік; Zoom және Skype бағдарламалары; прокторингтің оң және теріс жақтары; автоматты балл санау; емтихан тестін ұйымдастыру әдістері; емтихан тестінің баламалары.

Критерии объективности и субъективности при экзаменационном тестировании по английскому языку во время пандемии

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Аннотация

Экзамены, являясь хорошим способом измерения академических достижений, могут вызвать у студентов серьезные психологические проблемы. Одним из способов устранения стрессовых ситуаций является максимально возможное повышение объективности оценивания студентов во время экзаменационного тестирования. Анализируются меры по снижению субъективности оценки во время экзаменационного тестирования в условиях пандемии. Предлагаются варианты проведения экзаменационного тестирования в вузе, в домашних условиях и с участием проктора. Обсуждаются плюсы и минусы прокторинга. Подробно описывается процедура экзаменационного тестирования и условия его проведения в условиях пандемии. В статье приводится практический пример проведения экзаменационного тестирования по специальности «Юриспруденция». Рассматривается альтернативы экзаменационному тестированию. Делается вывод о необходимости объединения методов традиционного и дистанционного обучения после завершения периода пандемии в Казахстане.

Ключевые слова: психологические проблемы; объективность; субъективность; программы Zoom и Skype; плюсы и минусы прокторинга; автоматический подсчет баллов; методы организации экзаменационного тестирования; альтернативы экзаменационному тестированию.

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PROFESSIONAL DEVELOPMENT OF TEACHERS IN CONDITIONS DIGITALIZATION OF EDUCATION

Abstract

The article discusses the development of digital technologies in education. Digitalization in education is a new paradigm that provides for new opportunities and new forms of communication and interaction of educational subjects; effective means of obtaining quality education. Individualization of vocational education and training based on digital technologies allows for an organic transition to multiprofessionalism - a post-industrial model of professionalism, when the profession ceases to be a standardized set of labor functions and actions, demanded knowledge, skills and abilities - and becomes a dynamic personalized set of competencies. Digitalization is one of the ways to make education of the same quality for everyone. With “digital” it is easier and faster to form a personalized approach to students, it is easier to implement differentiated teaching that takes into account the needs of each student.

Keywords: digitalization; education; communication; new paradigm; digital pedagogy; communication culture; Big Data; SAMR model.