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ONLINE ASSESSMENT TOOLS IN TEACHING ENGLISH LANGUAGE AT SECONDARY SCHOOL DURING DISTANCE LEARNING

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Annotation. At this stage of development of the education system in the Republic of Kazakhstan, the problem of the quality of education becomes a priority. Quality is understood as the totality of properties and characteristics of a product that give it the ability to satisfy conditioned or implied needs. One of the ways to ensure quality is to organize an assessment aimed at establishing compliance with the requirements for the training process itself.

One of the priority requirements for the modern learning process is the implementation of such areas of education as individualization, differentiation, humanization, democratization, etc. However, these directions at the present stage of development of the education system cannot always be fully implemented using the classroom form of teaching. In this regard, there is a growing need for assessment methods using ICT.

Thus, due to the relevance of the topic under consideration, the purpose of this article is to analyze the existing methods of online assessment during distance learning.

Based on the results of the theoretical analysis, the author concludes that online assessment methods are as effective and reliable tool in assessing students' knowledge as the usual traditional forms of assessing knowledge in the classroom.

Distance learning is gaining more and more popularity, which is actively used at all levels of the educational system of our state. Distance learning is recognized as one of the key areas of the main cultural and educational programs of UNESCO; over the past decades, it has become a global phenomenon of educational and information culture [1].

Long-term domestic and foreign experience of the theory and practice of distance learning confirms the relevance and novelty of this direction of education development, brings us closer to understanding the essence of distance learning, which is one of the ways to get modern education. However, an analysis of the theoretical literature on the organization of quality assessment of distance learning in an educational organization allows us to see a clear contradiction: between the active use of distance learning by educational organizations and the lack of generally accepted documents regulating the organization of quality assessment of distance learning.

Distance learning is a clear organization of the process.

A detailed analysis of the problem of organizing distance learning required clarification of the concept of "organization".

Organization is initiative and leadership in carrying out any event, business, process. Or, put another way, an organization is a leadership process.

The term "organization" has several meanings:

1) internal orderliness, consistency, interaction of more or less differentiated and autonomous parts of the whole, due to its structure;

2) a set of processes or actions leading to the formation and improvement of relationships between parts of the whole [2].

The organization is called the nature of the device, the structure of any processes, relations, works (that is, the structure or structure of something) [3].

The organization of distance learning assessment is the selection of means, forms and methods that allow to adequately assess the quality of educational services. stimulating cognitive activity, providing conditions for efficiency.

The organization of assessment is the actions of the administration of an educational organization aimed at creating the conditions necessary for the timely and successful implementation of control over the compliance of distance learning implementations. The organization of any business is designed to answer the questions: what, by what means, when and where should be done. The quality of education can be influenced by many factors, both external and internal, and in order to evaluate and determine the quality of distance learning, it is necessary to carry out certain procedures. Such processes are part of the quality management cycle: planning, implementation, control, management impact. The concept of a distance learning assessment system presupposes the presence of diagnostic and assessment procedures implemented by various subjects of state and public education management, which have been delegated separate powers to assess the quality of education, as well as a set of organizational structures and regulatory legal materials that ensure the quality of education. The use of Internet services for organizing the formative assessment of students provides a number of additional opportunities.

First, a joint work area for students (online office, virtual classroom, shared folders, website) allows you to post tasks for control activities, a plan for their implementation and assessment criteria in advance. This enables students to plan their time for assignments in advance and / or select assignments of interest to them.

Second, the use of teamwork services provides important opportunities for formative assessment. For example, Google Drive tools such as joint preparation of presentations, scripts, reports, diagrams, etc. The tools provide that when a group is working on a joint project, the contribution of each member of the group becomes visible to all its members. If the task includes elements of teamwork using services, then in the process of its implementation, each student can compare his level of competence in the studied issue with the level of other students and draw appropriate conclusions regarding self-education.

Thirdly, the use of information learning environments (for example, MLS Moodle) ensures the emergence of open self-organizing communities of students – teachers of schools – teachers, thanks to which the diverse experience acquired by the student in schools becomes available to other participants, being a kind of means of improving their qualifications. This makes it possible to implement various formative assessment procedures in self-organizing professional communities.

The creation of an assessment technology involves the following:

- creation of a system of criteria for assessing the quality of education;
- determination of the relative assessment of the measurement scale for assessing the quality of education;
- installation of technologies for assessing the education system and performance expertise;
- the formation of a diagnostic approach based on the analysis of information obtained for assessment using monitoring studies of the pedagogical process;
- development of a methodology for the analysis of the final indicators of learning at school;
- organization of an assessment system through monitoring observations of the quality of education at various levels (six months, annual);
- development and implementation of programs for the assessment of managerial and professional activities of the leading teaching staff.

Thus, assessment is a complex process in general education schools and serves the development of various areas of the school's multidimensional activities. Correct assessment of students' achievements is one of the main factors ensuring the quality of education.

Monitoring the formation of a productive lexical skill involves checking the implementation of the following operational actions:

– calling a lexical unit from memory;
– combining it with others;
– inclusion of a word in a wider context;
– solution of the proposed communication task [4].

Assessment of the pedagogical process, its individual areas and the activities of educational institutions is extremely complex and multifaceted. In assessing an educational institution, first of all, it is important to provide for an assessment of the institution's activities, and secondly, an assessment of the results of the institution's activities. In general, the assessment makes it possible to put forward an opinion on the importance of qualitative performance indicators. Based on the analysis of the results according to the assessments of students as a result of the assessment of electronic textbooks, improvement, retraining of programs in subjects, electronic textbooks, teaching aids, etc. should be carried out.

For example, an individual assessment is carried out using tests on the passed section of an electronic textbook. Then the grades for this section of the electronic textbook are added up by grade, and the total for the school is displayed. Then the indicators for all schools are summed up, and the average indicator for the district is displayed, subsequently the results of the districts flow into the final indicator for the country. This means that the assessment should become a mechanism that ensures the improvement of the educational process. Assessment of the pedagogical process and the activities of its individual areas should provide the following periodic development process: Development – Assessment – Improvement – Re-development – Assessment, etc. In the educational system, controlled on the basis of such reverse centralization, there is a self-development mechanism. In this case, the idea of managing an educational institution through the learning process is implemented. In the context of reverse centralization, educational institutions gain freedom, and there is a need to limit this freedom through a quality assessment mechanism. The goal of reverse centralization is to strengthen independence at the level of the educational institution itself, and the goal in a system governed by the principle of reverse centralization is to create conditions for making real and effective decisions. In general, an assessment is an analysis carried out to verify the results.

Depending on what type of control we use, one or another means of control is chosen. When it comes to verifying knowledge of vocabulary, written controls are most often implied.

Domestic and foreign authors have repeatedly noted that a universal means of controlling the formation of lexical (and not only) skills is testing, which is a form of feedback for both students and teachers. It helps to check the knowledge of a specific studied material, to identify problems in its assimilation. Testing can be seen as part of the vocabulary "refining" as a whole. In fact, the only difference between the numerous exercises for training vocabulary and tests is that for the latter the student gets a mark [5].

Speaking of testing, it is worth noting that written tests are gradually fading into the background, giving way to interactive tests. They are as simple as possible in their design, motivate students to learn the language and require only the use of a computer or smartphone and an Internet connection, which is the vast majority of schools today. Programs and services with which you can create interactive tests include: "My Test", "Hot Potatoes", "Kahoot!", "Quizziz", "Quizlet Live", etc. [6].

One of these services is the electronic application "Plickers" – a resource for conducting surveys in an interactive format. This app allows teachers to instantly collect data without the need for students to use any device or paper and pencil. "Plickers" informs the teacher about the level of formation of one or another tested aspect, collecting and processing students' answers [7].

In the course of the study of the experimental and control groups 9 "a" and 9 "ə" of the Tavria secondary school, it was found that online methods for assessing the quality of teaching in English

lessons are a reliable tool in assessing students' knowledge. The experiment was based on the online assessment tools described above, such as Plickers, and was focused on checking the reinforcement of vocabulary skills according to the content of the 9th grade English textbook.

Considering the possibilities of using online assessment in a foreign language lesson, it can be noted that modern technologies help to create favorable conditions for the implementation of formative online assessment. This is due to their specific characteristics, namely the atmosphere of communication and the functioning of foreign language speech as a goal and a means of teaching in the lesson.

Studying the experience of English teachers in the use of techniques of online assessment, allows us to conclude that teachers find them quite effective. Teachers note that these techniques are of particular interest to students, since they are completely new to them. Also, the presence of self-assessment criteria contributes to a more objective assessment of the work of students, which also helps them to monitor and timely correct their activities. Students, by practicing online tools for self-assessment and mutual assessment, achieve independence in learning, and they are not afraid of making mistakes in the future, but try to understand the reasons for their occurrence and how to correct them.

Literature

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AUTHENTIC TEXTS AS A MEANS OF DEVELOPING THE COMMUNICATIVE COMPETENCE OF SCHOOLCHILDREN

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Communicative approach to language teaching has been widely recognized by various language institutions around the world, including schools, universities and colleges, for mastering a second