

### **Abstract for dissertation:**

**"Evaluation system of content and language integrated learning at senior school" on PhD degree in 6D011900 -Foreign language: two foreign languages done by Kitibayeva Alfiya Kanybekovna**

**Topicality of the research.** Global trends of world development, new technological structure determine the need to adapt the education system of Kazakhstan to the needs of the new industrialization. The purpose of the modernization of the education system is to create a new quality of education. At the same time, "the key priority of educational programs should be the development of continuous adaptation to changes and the assimilation of new knowledge" [1].

The specific conditions for the modernization of the entire system of Kazakhstani education, namely: the introduction of a trilingual education, the renewal of the content of secondary education, the introduction of a system of criteria-based assessment of educational achievements required new approaches to teacher training. At this stage of updating the content of the secondary education of the Republic of Kazakhstan, the main focus is on preparing teachers of the natural and mathematical cycle to teach physics, chemistry, biology and informatics in English in the senior classes of general secondary education, which is indicated in the State Program for the Development of Education and Science of the Republic of Kazakhstan on 2016-2019 [2]. The solution of this task is aimed at the implementation of 79 steps, which provides for a phased transition to the English language of instruction in the education system - in high school and universities, voiced by the President of the Republic of Kazakhstan N.A.Nazarbayev in the "National Plan - 100 concrete steps to implement five institutional reforms" [3].

One of the effective methods of teaching a subject in a foreign language is the method of integrated learning for the subject and language (Content and Language Integrated Learning, CLIL), which is of particular relevance in the context of implementing the policy of trilingual education in secondary schools in Kazakhstan.

In foreign science there are theoretical developments in the field of integrated teaching of the subject and language (CLIL methodology), however these developments do not fully reveal the scientific and methodological aspects of using this methodology, including the issues of evaluating learning outcomes at CLIL. The integrated subject and language teaching is a developing area of theoretical and practical research, and there is no single established concept of how the university and the school should implement such training.

A feature of the integrated teaching of the subject and language in Kazakhstan schools is that it is implemented in the context of updating the content of secondary education, which has led to changes in the teacher's assessment activity, its organization in the model curricula for subjects. The structure of all model curricula of secondary education includes a system of learning objectives, on the basis of which the expected learning outcomes for this subject are determined.

To achieve the effectiveness of studying the subject in English in high school, a special organization of the educational process during the lesson, a change in approaches to its planning and definition of goals, evaluation of learning outcomes, selection of educational material, allowing combining the content of the subject and the process of learning the language are needed.

In general, despite the available research on the integrated learning of the subject and language, there are still little studied questions of assessment at CLIL. In the currently developed in Kazakhstan educational and methodological manuals on integrated teaching of the English language and subjects of natural and mathematical direction, there are only general recommendations on assessment at CLIL [4]. In foreign sources, with the unanimous understanding by the authors of scientific-theoretical and scientific-practical works, the need for assessment and subject results, and the level of language proficiency issues of practical implementation of assessment with integrated training in the subject and language are also poorly understood.

The importance of the question of evaluating the educational achievements of schoolchildren at CLIL is determined by the fact that there is a risk of unclear and unfair evaluations of learning outcomes when teaching subjects in English, especially in the case of students who have language difficulties: the student may have subject knowledge but be unable to express his thought or demonstrate their knowledge of the language of instruction.

In general, the analysis of the scientific and methodological literature on this issue indicates that methodological science has not yet conducted a special study on the assessment of learning outcomes with integrated teaching of the subject and language [5-14]. At the same time, an analysis of the current situation and the results of a survey of teachers of general education schools showed that subject teachers are finding it difficult to determine the evaluation criteria, since there is a problem with the selection of learning objectives. The criteria proposed by teachers for the assessment of language skills are of an abstract, non-specific nature, which does not contribute fully to the implementation of formative assessment tasks. The nature of the criteria proposed by teachers is connected, first of all, with the lack of a system of language learning goals as expected results when teaching a subject in English. Therefore, the primary task for tracking the development of language skills and their assessment is the development of a system of language learning objectives for CLIL.

System analysis of relevant scientific literature, regulatory documents in the field of education, the study of educational documentation of schools made it possible to formulate the following **contradictions** between:

- awareness of the need to introduce the methodology of integrated teaching of the English language and subjects of the natural-mathematical cycle and the lack of uniform requirements for evaluating the results of such learning;
- the need to develop methodological resources on the issues of evaluating the results of integrated language and subject teaching and the practical absence of mechanisms and tools for evaluating language competencies when teaching subjects of natural-mathematical cycle in English.

Resolving these contradictions formed the main research problem, which consists in defining language competences as a priority object of assessment at CLIL in non-language subjects and determined the topic of the dissertation research in the following wording: "System for evaluating the results of integrated teaching of the language and subject of senior pupils".

**The purpose of the study:** to develop and justify language goals as a main component of the system for evaluating the results of integrated language and subject learning.

**The object of study:** integrated language and subject teaching for high school students.

**The subject of research:** mechanisms for assessing linguistic competencies with integrated teaching of language and subject.

**The hypothesis** of the study: if we develop a system of learning goals for the English language as a learning outcomes with CLIL (language goals), conditions will be created to enhance the language and preserve the subject competencies of students, since this system of language goals will effectively plan and objectively evaluate the results of integrated language learning and subject.

In accordance with the purpose of the research and the hypothesis put forward, the following **tasks** are formulated:

- 1) to conduct a theoretical and retrospective analysis of the basic concepts related to the assessment of learning outcomes;
- 2) to study the features of the assessment of language and subject competencies of students with integrated teaching of the language and subject;
- 3) to develop a system of learning objectives for the English language as a system for planning and evaluating the expected learning outcomes at CLIL;
- 4) empirically test the effectiveness of the proposed system of English language learning objectives as learning outcomes at CLIL, to be evaluated.

To solve the set tasks and test the hypothesis, the following **research methods** were used:

- *theoretical*: theoretical and retrospective analysis of the scientific literature, as well as analysis of regulatory documents (state educational standards of general secondary education, model curricula, etc.) and methodological products on the research problem, a comparative analysis of methodological approaches and technologies;

- *empirical*: pedagogical observation; survey of teachers and students; conversation; expert assessment method; methodical interpretation of data obtained in the course of experimental training; character-symbolic description of research materials (charts, tables, diagrams); experimental training, methods of mathematical processing of statistical data.

**The theoretical and methodological basis** of the study consisted of the provisions developed in the works of domestic and foreign scientists in the field of:

- theory of personality, activity, communication (G.M. Andreyeva, A.G. Asmolov, L.S. Vygotsky, M.S. Kagan, A.A. Leontiyev, A.N. Leontiyev, N.N. Nechayev, S.L. Rubinstein, D.I. Feldstein);

- theory of foreign language education (E.I. Passov, S.S. Kunanbayeva);

- theory and methodology of multilingual education (B.A. Zhetpisbayeva);
- the theory of education (E.V. Bondarevskaya, A. Disterweg, A.N. Dzhurinsky, N.P. Shityakova);
- learning theory (V.I. Zagvyazinsky) and contextual learning theory (A.A. Verbitsky);
- theories of educational content (V.V. Kraevsky, I.Ya. Lerner) and theories of the quality of education (A.G. Asmolov, S.E. Shishov);
- psycho-didactic, educational and pedagogical aspects of the appraisal side of teaching (P. Pidkasisty, B. G. Ananiev, I. P. Podlasy, V. P. Bespalko, S. A. Amonashvili, A. V. Khutorskoy, A. P. Tryapitsyna, LI Bozhovich, V.V. Serikov, M.Zh. Zhadrina);
- theory of speech activity (A. A. Leontiyev, I. A. Zimnyaya, I. M. Rumyantseva);
- theories of educational activity (N.I. Almazova, V.V. Davydov, A. B. Vorontsov, L. S. Vygotsky, P. Ya. Halperin, I. A. Zimnyaya, N. F. Koryakovtseva, V. I. Slobodchikov, E.G. Tarev, D.B. Elkonin) and the theory of the gradual formation of mental actions (P.Ya. Halperin);
- theories and methods of teaching reading and writing in the native language (R.N. Buneyev, P.S. Zhedek, D. B. Elkonin);
- theory of foreign language abilities (I.A. Zimnyaya, M.G. Kasparova, A.A. Leontiyev).

**The base of the research:** organizations of secondary education in Karaganda (KSU gymnasium No. 93, N. Nurmakov Specialized School), which are pilot schools of the Ministry of Education and Science of the Republic of Kazakhstan for studying natural-mathematical cycle subjects in English.

**Organization and stages of research.** The study was conducted during 2016-2018 and included four stages.

*The first stage (September 2016 - February 2017).* The state of the problem was studied, the working hypothesis was put forward and the purpose of the research, the scientific research apparatus was developed, teachers were surveyed to study the practice of evaluation with integrated teaching of the subject and language.

*The second stage (March 2017 - March 2018).* The scientific apparatus of the research was clarified, a system was developed for evaluating the results of integrated language and subject learning.

*The third stage (April - December 2018).* The approbation of the system for evaluating the results of the integrated teaching of the language and subject of senior pupils was carried out. The developed system for evaluating the results of integrated language and subject teaching was introduced into the educational process of two secondary schools in Karaganda: KSU gymnasium No. 93, the Specialized School for them. N.Nurmakov.

*The fourth stage (January - April 2019).* A summary of the research results was carried out; editorial design of the dissertation manuscript was carried out.

**The scientific novelty of the research is that:**

- for the first time, the concept of “assessment” was clarified in the context of current trends in the development of education systems in Kazakhstan;

- for the first time, assessment functions have been studied in the context of updating the content of secondary education in Kazakhstan;

- first developed a system of language goals as a learning outcome at CLIL.

**The theoretical significance** of the study lies in the fact that the theoretical foundations of evaluating learning outcomes with integrated teaching of language and subject are revealed, which allowed to introduce the concept of “system of language goals for CLIL” into the terminological foundation of language education, clarifying the concept of “assessment”.

**The practical significance** of the study lies in the fact that methodological recommendations have been developed for school teachers on the evaluation of learning outcomes with integrated language and subject teaching.

**The following provisions** are made for defense:

1) the essence of the concept of "assessment", which is understood as the process of interaction between the teacher and the student to establish the compliance of knowledge and skills of students with program requirements through various forms of teacher control and administration of the educational organization, self-assessment and mutual assessment of students and the use of the results in conjunction with other elements educational goals, methods of their achievement, the dynamics of the formation of learning outcomes for the design of further education;

2) a set of empirical prerequisites for the development of a system of language goals as a system of expected results of integrated teaching subject and language;

3) a system of language goals as the results of integrated teaching of language and subject, which serve as the basis for the development of criteria for evaluating each type of speech activity, which allow:

- to achieve an objective and reliable assessment of students' academic achievements;

- positively influence the personal development of students (increasing motivation for learning, self-regulation, responsibility, involvement) by tracking individual learning paths;

- provide an informational basis for making effective management decisions (policy effectiveness, improvement of educational curricula, teacher development, etc.);

4) the results of experimental and pedagogical work, which confirm the effectiveness of the developed system of language goals in the integrated teaching of language and subject.

**Approbation and implementation of the research results.** The content of the dissertation was reflected in 12 publications of the author, including in scientific journals included in the Scopus - 1 database, in publications recommended by the KKSON - 4, in materials of international scientific conferences - 3, other publications - 2. In addition, the released a collection of tasks formative evaluation in biology for high school students in English in print and electronic formats. The developed system of language goals with integrated

teaching of the language and the subject was tested in the mode of experimental and pedagogical work on the basis of KSU gymnasium No. 93 and the specialized N.Nurmakova Karaganda school.