Students’ competency level evaluation on the basis of competence centered tasks

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Abstract

In the modern understanding of the quality of education, the student is considered as competence in dealing with the real issues and problems that arise in real-life situations. Formed this competence may be in the process of solving specific problems of everyday life. Therefore, in the content of education in the new paradigm, special attention should be given to competence-oriented tasks or the so-called case studies. The basis of the real-life problems should be based on educational issues.

By learning problem, we understand the problem which solution cannot be found on the finished design or to the method of activity. The student here must show independence and originality in solving this problem. The feature of competent-focused tasks is that they have the practical-focused character, but for its decision it is necessary to have subject knowledge, and even several subjects. In solving the tasks a teacher and a student are pursuing different objectives: the student focuses on finding solutions corresponding to a given situation, the teacher trainees to develop ways to work in this case - the key competencies.

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1. Introduction

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2. Discussion

Competent decision-oriented situational problems may be related to the analysis, the specific place in the real world changes in society, which is new for both the teacher and the disciple. In this case, the changing nature of the relationship between teacher and student, and they act as equal partners. Competence-oriented tasks are inter focused, integrative systematize subject knowledge for practice-oriented basis when a student mastering the universal modes of activity (core competencies) decides to personally significant problems with the use of subject knowledge. As competently-oriented tasks must be an instrument of social practice learning organization, as one of the major problems of modern education is to create conditions for successful socialization of young people in society.

Thus the use of the learning process-oriented tasks competently allows you to:
- To develop the motivation of the student to self-learning activities, resolve problems, development of social and cultural environment;
- Update subject knowledge to solve problems of personal and meaningful to the activity-based;
- Create the possibility of partnerships between teacher and student.

Imagine competency model-based tasks (tasks) for independent design teacher.

Model diagram COT
1. Task name.
2. Types (aspects) of formed key competence
3. Personal and significant informative question.
4. Information on the matter, presented in a various look (the text, the table, the schedule, statistical data, etc.)
5. Tasks (questions) on work with this information.
6. Model answer.
7. Estimated form.

Understanding competence as universal ways of working permit in a particular situation, to get the missing knowledge and apply it in practice, in the context of this problem, we consider it important to emphasize that the application of knowledge in practical life is a particularly important aspect in the formation of competence-oriented tasks. Formulating questions (tasks) in the competence-oriented mission must be clear objectives pursued education. In determining the most appropriate learning goals is to use the taxonomy of educational objectives developed K.Blumom. (Learning, understanding, application, analysis, synthesis, evaluation). The traditional practice of education we mostly saw the result of training in communicating to the level of reproductive use, and in this situation we have to bring to the level of development of knowledge translation in the new strange situation, creating a new product.

Assessment of educational outcomes of students is seen as an important stage in the educational process: it is intended to establish the degree of achievement of learning objectives - the formation of the knowledge, skills and
key competencies students, identify their level of development, including the individual qualities and personal characteristics, and justify the choice of each individual learning paths student.

System of evaluation of educational achievements of students is an important factor in integrating the educational space, the primary means of diagnosis and correction of problematic situations, is considered as a tool for the relationship and interaction between teachers, students and parents in the educational process, a means of obtaining information on the successful functioning of the educational process.

The main tasks of the system of assessing learning outcomes are:
1. Ensuring the validity of the estimation procedure and openness in education and in government control;
2. Mainstreaming of individual personality traits in assessing academic achievement;
3. Increase the objectivity of evaluation of individual results, the formation on this basis, self-esteem of students;
4. Increase in social security card;
5. Creating conditions to stimulate and motivate learning and cognitive activity, implementation of individual educational trajectories of students;
6. Establish permanent contact between the teacher, students, parents, administration and the teachers' staff, which ensures the integrity of the educational process;
7. Create a favorable psychological climate in the evaluation process, except for possible occurrence of evaluative situations, injuring the child's mind;
8. Tiered design tools and the formation of systems gauges for different users to effectively implement the basic functions of the assessment;
9. Conducting extensive research and experiments to improve mechanisms to ensure quality teaching tools and technologies of measurements required for the development of education quality assessment system.

Evaluation system of academic achievements of students in the educational process performs certain functions.

a) Regulatory Functions - recording the results of the participant's compliance with the approved state in the form of the standard requirements of the standard, and educational programs and the rights of the student related to the end of grade or level of education.
b) The controlling function - allows for different stages of learning can objectively determine the level that matches the student's academic achievement, considered as individual educational outcomes.
c) The correction function - orients teachers to use in teaching a variety of methods and means of adequate levels of student achievement, allows teachers to direct corrective action to achieve the level of mandatory training, in accordance with the standard and educational programs in a tiered training.
g) The diagnostic function is to commit, analyzing and correcting academic achievement of each student. This function is associated with both job-meter ranking by level of educational activity, and with the use of teaching tools to capture the analysis of academic achievements of each student corrects his cognitive activity.
e) Reflective function - allows you to not only enhance cognitive activity, but also to ensure the development of self-regulation, self-esteem for students of their achievements, a reflection of personal change. This feature appears in the comparability of the results of their students with the assessment of teachers, it is also implemented in pedagogical reflection teachers.
e) Promote the function - is embedded in the positive estimation of labor and student results, fixing the process to achieve it through the use of a range of marks or points adequately defined level. Accounting manifestations of individual qualities and personality traits strengthens motivation, interest in learning and encourage student progress towards achieving better results.
g) The social function is implemented in a graded approach to the evaluation process and the results of personal training, providing the freedom to choose the level of student mastery of content, with the result that ensures social justice and the protection of the individual in accordance with its individual characteristics, abilities and strengthens the status of the student in educational environment and society.
Possibility of receiving objective and reliable information about levels of preparation of pupils is provided with use of uniform criteria and observance of uniform rules of estimation. Feature of the new evaluation system is the fact that the estimates are subject to all of the claimed educational outcomes:

**Academic learning outcomes** - the development of knowledge, skills;

**Activity-related outcomes** - made key competence as universal modes of action used to solve problems in the educational process and in real-life situations;

**Personal student achievement** - as learned system of norms, attitudes and values that enable the individual to function as a full member of society.

Competent result for our education system is a new phenomenon, and in this regard, believe that we must pay special attention to how the formation of key competences and their assessment.

Educational outcomes identified above as personal, competent and academic, in our opinion are formed by various methods, therefore, should be evaluated by different technologies.

The level of development of key competencies of students assessed in the course of internal and external evaluation.

Internal evaluation is made in the implementation of competency assignments in class, project implementation, research, monitoring of the presentation, counseling and group work. Internal evaluation is divided into **formative** and **final**. Formative evaluation establishes the "feedback" between students and the degree of success of their achievement in the classroom. The final grade is associated with grading and is held at the end of a particular topic or unit. Evaluation during the work on the task during the lesson, or the project is a teacher - the project manager, but the student should know the criteria of this assessment in advance and, therefore, it will able to track their own progress in the development of competencies. Ability to adequately assess you in the performance of tasks is very important for any person. Internal evaluation is subjective; it has a stimulating effect on each student, providing information on the gaps in learning them in all aspects of competence.

3. **Conclusion**

In the process of research and educational projects, implementation of the competence - oriented jobs, students should be familiar with the contents of evaluation forms to evaluate various aspects of competence. Depending on the tasks the teacher can create their own jobs. You should always remember that the evaluation is not subject's personality and performance of their activities or the development of a skill.

In assessing the research, design activity is the opportunity to assess the level of formation.

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**References**

