**Criteria-based assessment at Yessenov University**

The development of educational processes in modern society, the vast experience of pedagogical innovations, author's schools, the results of psychological and pedagogical research constantly require generalization and systematization. One of the means of solving this problem is a technological approach, the application of the concept of "technology" to the field of education, the pedagogical process. The quality of education at school is directly dependent on the pedagogical technology that must be adopted to implement the pedagogical task and achieve the goals set. Integration new educational (pedagogical) technologies are a prerequisite for the implementation of competence-based, personality-oriented approaches in the humanization and technologization of education. The origin of the idea of the technology of the pedagogical process is associated with the introduction of scientific and technological progress in various fields of theoretical and practical activity. Researchers attribute the mass use of pedagogical technologies to the early 60s of the XX century and associate it with the reformation of the American, and then the European school. The technological approach in teaching provides for fine instrumental management of the educational process and guaranteed achievement of the set educational goals. This approach has taken shape in Russian pedagogy not as a confrontation traditional; he developed on its basis, becoming the successor of everything the best that traditional pedagogical theory and practice have developed.

The range of scientific understanding and use of the term "educational (pedagogical) technology" ranges from consideration of pedagogical technology as a communication process (method, model, technique of performing educational tasks) based on a certain algorithm, program, system of interaction of participants in the pedagogical process (V.P. Bespalko, S. Gibson, I.A. Zyazyun, A.M. Kushnir, etc.); orientation to potentially reproducible pedagogical results (B. Bloom, O. Richards, etc.); mastering the necessary set of key competencies for further practical activity disclosure of personal functions of students in the process of subject-subject interaction (V.V. Serikov); an extensive field of knowledge based on the data of social, managerial and natural sciences (P.Vedemeyer, V.V. Guzeev, R. Kaufman, P.I. Pidkasisty, M. Eraut,); multidimensional approach and multidimensional process (V.V. Davydov, M.V. Clarin, P. Mitchell, G.K. Selevko, K.M. Silber, R. Thomas, D. Finn,) to the complete denial of the existence of the concept and essence pedagogical technology in education (Ya. Michael).

In a broad definition, technology is understood as a set of knowledge about the ways and means of implementing processes in which a qualitative change of an object occurs. Based on the concepts of a systematic approach to learning available in science, "it is appropriate to consider the tools for achieving the goal as pedagogical technologies. Following G.K. Selevko, by educational (pedagogical) technology we understand the system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in time and space and leading to the intended results. He states that pedagogical technology functions both as a science exploring the most rational ways of learning, and as a system of methods, principles and regulations, used in teaching, and as a real learning process.

Any pedagogical technology covers a certain area of pedagogical activity. This field of activity, on the one hand, includes a number of its components (and related technologies), on the other hand, it can itself be included as an integral part in the activity (technology) of a broader (higher) level. In this hierarchy (vertical structure), four subordinate educational classes are distinguished technologies (adequate to the levels of organizational structures of people and organizations.

1. Metatechnologies represent general pedagogical (general didactic, general educational) technologies that cover the holistic educational process in the country, region, educational institution. These include technologies of developing education, technologies of the International Baccalaureate, technologies focused on the development of professional competencies.

2. Macrotechnologies, or branch pedagogical technologies; cover activities within an educational industry; areas of study or education, academic disciplines: (general pedagogical and general methodological level). Examples: technology: teaching an academic subject, technology of compensatory learning.

3. Mesotechnologies, or modular-local, - technologies; implementation of individual parts (modules) of the educational process aimed at solving private, local didactic, methodological or educational tasks. Examples: technology of individual types of activity of subjects and objects; technology of study, a certain topic, technology-lesson, technology of assimilation, repetition or knowledge control.

4. Microtechnologies are technologies aimed at solving narrow operational tasks and related to individual interaction or self-action of subjects of the pedagogical process (contact-personal level). Examples: technology for the formation of writing skills, trainings for the correction of individual qualities of an individual. The horizontal structure of pedagogical technology contains three main aspects:

- scientific: technology is a scientifically developed solution to a specific problem based on the achievements of pedagogical theory and best practice;

- formal-descriptive: technology is represented by a model, a description of goals, content, methods and means, algorithms of actions used to achieve the planned results;

- procedural-effective: technology is the process itself implementation of the activities of objects and subjects, their goal-setting, planning, organization, implementation of goals and analysis of results.

To describe pedagogical technologies, it is necessary to highlight their most significant features:

- complexity requiring coordination and interaction of all elements;

- the integrity of pedagogical technology lies in the presence of its general integrative quality while preserving the specific properties of the elements;

- diagnostic goal-setting and effectiveness, assuming guaranteed achievement of goals and the effectiveness of the learning process;

- the technological chain of its constituent actions, operations;

- scientific validity of the solution of the pedagogical problem, including the analysis and use of experience, conceptuality and representing a synthesis of achievements of science and practice, a combination of traditional elements of past experience, as well as the results of: social progress, humanization and democratization of society landmarks;

- the training technology provides for an interconnected the activity of the teacher and the student, taking into account the possibilities of individualization and differentiation of learning, as well as taking into account the specifics of the implementation of the competence approach;

- the possibility of prompt feedback, consistently focused on clearly defined goals;

- structuring, reflecting the internal organization of the system (goals, contents), system-forming connections of elements (concept, methods), stable interactions (algorithm), ensuring the stability and reliability of the system. The main strategic directions of reforming Kazakh education, improving the system of educational statistics and monitoring the quality of education have determined the relevance and objectification of educational achievement procedures.

The problem of finding an objective, valid technology for evaluating students' activities has acquired particular importance in recent years during the modernization of Russian education. Analysis of the works of many researchers makes it possible to state that in numerous psychological pedagogical works revealed problems and revealed internal contradictions in the evaluation activity. This determines the need for theoretical and practical justification of the use of the technology of criteria-based assessment of students' academic achievements.

Based on the above classifications, the pedagogical technology of criteria-based assessment of students' academic achievements should include:

- according to the level and nature of the application of the proposed educational technology of criterion assessment, which is a link of the vertical structure to meta-technologies. The assessment process is a holistic phenomenon for the entire educational institution. The technology of criterion assessment is applied to all academic disciplines and is developed in the same way, being filled with the content of a specific subject and focused on the formation of educational and cognitive competence;

- in accordance with the horizontal structure of pedagogical technologies - to the formal-descriptive. The technology of criterion assessment is represented by a model that includes a description of the needs of the student's personality and society, goals, principles, content, evaluation policy of the school educational process, necessary methods, and algorithm of actions used to achieve the planned results.

Thus, we will call formal descriptive meta-technology the pedagogical technology of criterion-based evaluation of students within the framework of educational and cognitive activity providing a system of interrelated control and evaluation actions of all participants in the educational process to achieve the set goals and objectives of training. Accordingly, the purpose of the criterion assessment technology can be defined as the creation of conditions and opportunities for the formation and development of scientific and cognitive activity of students, their \* creative and research sphere, academic independence and orientation in the flow of scientific information, by introducing students to systematic reflection, to the search for the meaning of this activity. Based on the approach of American psychologists, as well as the research of the Russian scientist V.P. Bespalenko, a technology of criterion-oriented learning was developed, which is also called the technology of complete assimilation, since its initial setting is that all students are able to assimilate the necessary educational material [13,Р.69]. To do this, certain criteria should be set, developed for all school disciplines, for each individual control material. The humanity of the technology of criterion assessment consists in the fact that by varying the types of tasks, the forms of their presentation, the types of collaboration with students, assessment criteria and their descriptors, it is possible to achieve the highest level of the criterion scale, without which further full-fledged learning and personal development is impossible. The following psychological and pedagogical theories were included in the conceptual base of the criterion assessment technology: personalities (B.G. Ananyev, L.I. Bozhovich, L.S. Vygotsky, Z.I. Kalmykova, E.S. Kuzmin, A.N. Leontiev, A.K. Markova, B.C. Merlin, S.L. Rubinstein, I.S. Utkina, etc.); step-by-step formation of"mental actions and concepts (P.Ya. Galperin, A.N. Leontiev, N.F. Talyzina, D.B. Elkonin); developmental learning (R.N Buneev, E. V. Buneeva, A. B. Vorontsov, V. V. Davydov, L. V. Zankov, L. G. Peterson, D. B. Elkonin,); humanization and student-centered education (sh. a. Amonashvili,); formation of motivation for learning (Sh.A. Amonashvili, N.D. Bogoyavlensky, L.I. Bozhovich, A.M. Gelmont, A.I. Lishsina). Consequently, the technology of criterion assessment is based on objective psychological and pedagogical patterns of the formation of key competencies, and its methods and subject forms depend on the subjects of educational activity. The main idea of the criterion assessment technology is to create conditions and opportunities for activating the educational and cognitive activity of students, strengthening their motivation to study and independent work, increasing the objectivity and validity of the assessment of their educational achievements. Such conditions include the organization of a criterion assessment of the success of students' education, systematic monitoring of their achievements. In this section, we have proved that criterion evaluation as a formal descriptive meta-technology is the connecting link control and evaluation actions of all participants in the educational process to achieve educational goals and objectives. In general, the technology of criterion assessment is a mechanism for an objective assessment of students' academic achievements, a means of forming internal self-organization, discipline, activity of students, one of the most important factors of motivation for learning activities.

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