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MODERN GRADING SYSTEM

In modern conditions, educational institutions are faced with the problem of implementing competence-based education. Within the framework of this problem, the teacher is faced with the task of creating didactic tools for the formation and diagnosis of the manifestation of competencies by students in the field of independent educational and cognitive activities, including elements of logical, methodological, general educational activities, correlated with real cognizable objects. As students master the techniques of independent work, the degree of the teacher's direct intervention in the cognition process decreases, but the need for an indirect influence of the teacher on the student's independent work increases. An effective means of organizing independent cognitive and practical activities of students is a system of multilevel assignments. The teacher, creating and owning the entire system of special tasks, exercises, tests, stimulates the cognitive activity of students, projecting their movement towards the goal of learning, to receive, but must also apply an effective assessment system. The innovator is I.G. Pestalozzi, he developed the position of progressive pedagogy on the factors of personality formation and the harmonious development of all human forces and abilities. I.G. Pestalozzi had in mind that "the development of a child must begin from the simplest elements and move to the complex." He developed a system of exercises arranged in a certain sequence, with the aim of setting in motion the desire for activity inherent in man's natural forces. I.G. Pestalozzi wrote: "When teaching everyone, it is good to teach everyone, subject to the full development of their abilities." In modern pedagogy, there are several approaches to the development of multilevel assignments. So, V.P. Bespalko divides the levels of assimilation of educational material into four types: student, algorithmic, heuristic and creative. The student level is the correct execution of similar tasks that do not require transformation of the acquired knowledge (retelling of the text, formulation of rules, theorems, etc. without your own comments). The algorithmic level of assimilation provides such a quality of knowledge as completeness and

effectiveness. Performing tasks of this type, the student selects and lists all the leading elements of knowledge, gives a definition to each of them with a characteristic of the main features, performs tasks according to a given algorithm of actions using the knowledge and skills acquired. Heuristic and creative levels provide, in addition to the above-mentioned qualities of knowledge, their awareness, consistency and strength. The organization of the learning process from the lowest to the highest level allows you to develop skills, motives, activity, the quality of knowledge and thinking and determines the developing nature of this process.

In modern Kazakhstan, the pedagogical technology of a three-dimensional methodological system, developed by Zh. Karaev and Zh. Kobdikova, has become widespread. The aforementioned researchers present the three levels of cognitive activity as reproductive, constructive and productive (creative) and consider it necessary to consistently complete tasks of all three levels by each student. Thus, a personal-active approach to the learning process is provided. The analysis of experimental works on the use of technologies of a three-dimensional methodological system showed that the formation of methods of mental activity provide a higher level of assimilation of educational material. Even Aristotle noted that the success of any activity depends on two conditions: the correct definition of the ultimate goal and the choice of the necessary means of achieving it. иResearch by B. Bloom, J. Dewey, V.P. Bespalko and others show that the diagnostic setting of learning goals is a necessary condition for successful education reform. The method of diagnostic goal-setting, in turn, requires the construction of an adequate methodological system of education, which includes the content, means of achieving the formed goals, the individual capabilities and interests of each student, the intermediate and final results of educational activities.

Traditionally, education combines training, upbringing and development. Modern education is focused primarily on the developmental function of learning. In the psychological and pedagogical context, the main trends in the development of the modern education system are: rejection of the "knowledge-centric" approach, the priority of methods of mental action over knowledge, skills, skills in determining the

main goals of education; differentiation and individualization of training; transition from external motivation for learning to internal moral and volitional regulation.

Thus, multilevel tasks contribute to solving the problem of assessing the success of training, since they contain hidden real and potential opportunities, for the analysis, assessment and formulation of which criteria and tools have yet to be developed, which in the future may become the subject of new promising pedagogical research. The process of working with multilevel and test tasks is accompanied by reading, comprehending and analyzing the text, discussing the information received in pairs, groups, etc. procedures, which provides a very wide range of “side information” assimilated at the subconscious level. These tasks are universal, algorithmic, that is, they are technological, they are convenient for organizing independent work, self-education and self-development; they individualize the learning process and activate the cognitive activity of students. The use of multilevel and test tasks in the educational process creates conditions for the implementation of the entire range of pedagogical goals and objectives: educational, developmental and educational. When compiling a package of level assignments, one should take into account the individual characteristics of students, their capabilities, interests, and existing experience. When designing such tasks, it should be especially remembered that the specifics of the subject play an important role.

In addition to the above advantages, multilevel and test tasks contain hidden real and potential opportunities, for the analysis, assessment and formulation of which criteria and tools have yet to be developed, which in the future can become the subject of new promising pedagogical research.

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