

*DOI: <https://doi.org/10.33739/2587-5434-2023-9-1-58-64>*

## **PRACTICAL CLASSES AND THEIR ASSESSMENT CRITERIA**

**Leila Diasamidze**

**PhD in Philology, Assistant Professor  
Batumi Shota Rustaveli State University  
(Batumi, Georgia)**

e-mail: [leila.diasamidze@bsu.edu.ge](mailto:leila.diasamidze@bsu.edu.ge)

**Abstract.** The present paper examines the multidimensionality of the assessment criteria for teaching activities while teaching a foreign language in the conditions of the increased requirements of higher education for practical training in student groups. The quality of the acquired knowledge and the degree of competencies depends on the level of teaching, the use of new teaching methods and multimedia teaching aids. When evaluating a practical class, it is necessary to assess its organization, the leadership in the student group, the methodology, the teacher's skills and efficiency during the lesson. In addition, the paper considers the students' involvement assessment criteria: their discipline, organization, interest during classes and the degree of cognitive activity. The assessment criteria for the results of a practical lesson, its goal attainment extent, informational and cognitive value and educational impact are also identified.

**Key words:** assessment criteria, teaching activity, practical classes, information and cognitive value.

### **INTRODUCTION. LITERATURE REVIEW**

A modern teacher must master a variety of technologies and forms of conducting classes, which include training, games, project work, creative techniques and other methods. They develop the student's professional and general cultural competencies, form skills along with creating a psychological readiness to put them further into practice. A modern educational practical lesson is a form of organization of teaching that provides an active and systematic educational and cognitive activity of a group of students of a certain age, including the group composition and level of students, aimed at solving a set of educational tasks. It is noteworthy constantly increasing requirements towards the methods through which the desired results are attained. In the previous work, we discussed recommendations for conducting a lecture as the main form of theoretical training. If the lecture is in the format of consistent monologue presentation of theoretical educational material by the teacher, then the criteria for evaluating a practical / seminar lesson can be reduced to the following main points. First of all, it is necessary to connect the problem under discussion with the use of the material in the future professional activities. When planning a lesson, the main issues are usually highlighted and the attention is paid to the novelties in the list of recommended reading. The effectiveness of the seminar is determined by its style and organization. It should be lively, with relevant questions and discussion, which largely depends on the successful organization of the seminar. It is expressed in the ability to provoke and support the discussion and the ability to conduct a constructive analysis of speeches and responses. At the same time, the gradation of relations "teacher - students" implies moderately demanding, respectful relations with friendly and qualified remarks. The ability to manage a group includes the ability to establish a

contact with students characterized by the reasonable and fair interaction, including confident behavior in a group (Tarasenko 2018, 8-20).

## RESEARCH METHODS

Among the methods of representatives of foreign psychological schools that determined the development of methods of teaching foreign languages, we consider Stephen Krashen's psychological method based on the hypotheses of psycholinguistics of the model, which has been extremely popular in the United States over the past two decades, the most appealing. One of them is the hypothesis about the role of the sensory filter (The Affective Filter Hypothesis). This hypothesis takes into account the humanistic concept of the influence of the affective sphere on the acquisition of a foreign language. According to the theory, the acquisition is carried out faster in an environment with the low level of anxiety, when there is no need for a "defensive" reaction. Barriers to knowledge acquisition can be removed through clarity and accessibility when introducing information. An important role is played by the creation of a favorable psychological climate in the student audience and the consideration of the sensory component when presenting information (Krashen 1994, 45-77).

**Linguo-sociocultural method.** Experts rightly call the linguo-sociocultural method of learning English as one of the most thorough and comprehensive. This is explained by the fact that with this approach to the language, students consider not only language forms, but also the social environment and culture of native speakers. According to the supporters of this method, the language, being cut off from its culture, becomes lifeless and useless. Any language is the brainchild of any culture and ignorance of the characteristics of a particular society leads to widespread speech errors. The linguo-sociocultural method does not teach the language itself, but teaches to understand its speakers. This technique combines two directions: studying the language of the country and the culture of its population. According to supporters of the linguo-sociocultural method of learning a foreign language, in particular English, they believe that about fifty-two percent of all speech errors are made under the influence of their native language, and forty-eight percent are due to a misunderstanding of the essence of social life and culture of native speakers of the target language. When learning, for example, English, it is important not what you say, but how the British will understand you. That is, what a native speaker will hear in your phrase, who, in turn, like you, is a representative of a special socio-cultural system. The most prominent representative of this language learning methodology is S. G. Ter-Minasova (Ter-Minasova, 2000: 25; Teaching Methods ..., 2016: 9-40). A practical lesson is a form of teaching conducted under the guidance of a teacher; it serves to detail, analyze, expand, deepen, consolidate and control the assimilation of educational information received during lectures. Practical classes include: seminars, laboratory work, workshops, colloquia, etc. **The purpose of practical classes** in all disciplines is not only to deepen and consolidate the relevant knowledge of students in the discipline, but also to develop initiative, creative activity, equip the future specialists with methods and means of scientific knowledge.

The criteria for the assessment and success of all types of classes are determined by: 1. a variety of types and forms of educational activities; 2. the correctness of the teacher's selection of material for the lesson and the scientific character of its presentation; 3. the existence of the discipline program / syllabus and the compliance of the content of the lesson with it; 4. the teacher's own developments of the course; 5. the use by the teacher of various resources of information, including periodicals and electronic publications of the university library; 6. the use of visual aids, didactic material and information technology during the lesson; 7. the use of innovative teaching methods; 8. students' involvement in the classroom and an individualized approach to working with them; 9.

summarizing the lesson; goal achievement; 10. skills to maintain the attention of the audience during the lesson (concentration and switching of attention, the nature of questions, etc.). When evaluating an practical lesson, it is necessary to **assess the organization of the practical lesson:** the correspondence of the topic and hours allotted for the lesson to the thematic plan presented in the syllabus; timeliness of the beginning and end of the lesson; readiness and students' involvement in the classroom; student attendance; clarity and conciseness of the formulation of the purpose of the lesson; the accuracy and reliability of the information provided; feasibility and optimality of the volume of the studied material. Let us mention the moment of taking into account the relationship between the content of the lesson and the content of the textbook (material that is not in the textbook is presented; especially complex issues are explained; the task to independently work out part of the material from the textbook is given; texts are given to retell or summarize, etc.). In the criteria for evaluating the organization of a training session, it is also necessary to mention the clarity of the end of the lesson (the end of the speech, farewell to the students, the end time of the lesson in accordance with the schedule);

**There are also certain criteria for evaluating monitoring a group.** This is the exercise of control over students ensuring that they keep records, prepare notes, tables, diagrams and other materials reflecting the results of their independent work; assisting students in keeping records: focusing on the presentation of educational material, highlighting the most important information with voice, intonation, rate of speech, using pauses to write tables, draw diagrams, etc .;

**Evaluation of the methodology for conducting a practical lesson** includes the presence of a clear structure of the lesson; clear and precise requirements for the results of work; analysis by the teacher of typical tasks on the topic under consideration; the use of techniques to consolidate information; the use of effective methods of monitoring the progress and results of tasks. Let us also add to this list of methodological requirements the didactic validity of the type of occupation used and the corresponding forms and methods of presenting the material; a rational combination of methodological techniques of traditional pedagogy and new teaching methods, and finally, the logical sequence of building the entire lesson.

**Criteria for evaluating the teacher's efficiency and his professional skills:** rationality and effective time management; assisting students in completing the assignments; instilling in students the skills of independent work; implementation of current control over the execution of tasks and preparation of reports on the results of their performance. To this list, you can also add the degree of use of supporting materials during the classes, the style of the lesson (monotonous, lively, routine, with the formulation of sharp questions) and the nature of the teacher's speech during the lesson (persuasiveness, unpersuasiveness, constructiveness, degree of generalization of the material, etc.).

**Criteria for assessing student's involvement:** the degree of discipline, organization and interest of students; involvement of students in independent work during the lesson; the degree of cognitive activity of students. During the survey and conversation with students, a conclusion is also made about the quality of the lesson.

**Criteria for evaluating the results of a practical lesson:** the degree of task completion by all students, the fulfillment of the goal of the lesson; the degree of mastering general cultural and professional competencies; assessment of the work of all students; the degree of formation of competencies among students. The criteria for evaluating the effectiveness of the lesson can also include the informational and cognitive value of the lesson, its educational impact, the degree of implementation of students' skills to reason, prove, discuss, convince or defend their views. When evaluating, in addition to general components that are typical for all types of classes, it is necessary to take into account special criteria for evaluating practical (seminar, training and other) classes. **A seminar** is a type of training session, in which, in an atmosphere of interactive communication

between the teacher and students, tasks of a cognitive and educational nature are solved as well. At the seminar, in accordance with the requirements of educational standards, a worldview is formed, methodological and practical skills are instilled. **The main goal of the seminar** is the independent acquisition of knowledge, skills and abilities. The objectives of the seminars are to provide students with new knowledge, to consolidate, generalize and deepen previously acquired knowledge, to apply it to new material, to develop the thinking of students and to control students' knowledge.

The advantage of seminars is that they stimulate an attentive attitude to the lecture course and regular study of the course literature. The main and leading function of seminars is the cognitive function. In the discussion process new aspects of specific problems emerge, their substantiation deepens and rationales, that have not previously attracted the attention of students, are put forward. The seminar also has the function of monitoring the systematic nature of students' independent work, and then revealing the strengths and weaknesses in the assimilation of educational material long before the exams. This gives the lecturer the opportunity to predict the level of work of the group as a whole, and the work of each student respectively. There are three forms of seminars in the system of higher education: 1) a seminar for in-depth study of a certain section; 2) a seminar held for in-depth study of most important topics separately; 3) a special research-type seminar on certain particular problems of science, usually held in senior courses within a narrower specialization. At the final lesson, the teacher usually makes a complete review of seminars and student research papers, revealing the horizons for further research on the issues raised and the possibility of students participating in them. There are several types of training seminars, the names of which are self-explanatory: interdisciplinary seminars, problematic, thematic, systemic seminars and others. It is noteworthy that the seminar should not repeat the lecture. But, at the same time, the teacher needs to maintain the connection between the fundamental rationales of the lecture and the content of the seminar.

The choice of the seminar **form** depends on the content of the topic and the nature of the recommended scientific sources, the level of readiness, the student group, the content of the planned stages of the formation of competencies. The following forms are practiced in the higher education system: extended conversation, discussion of reports, debate, commented reading, test work, colloquia, etc. At the same time, a detailed conversation is the most common form of seminars, involving the preparation of all students on each issue of the lesson plan with a list recommended basic and supplementary literature. A detailed conversation involves pre-planned speeches of students on some issues, which are additions to discussions. Sometimes, in addition to speakers, co-speakers and opponents are appointed at the initiative of the teacher or at the request of the students themselves. Such classes arouse a certain interest among students, introducing an element of "academicism" into everyday seminar work.

Depending on the goals and objectives, business games, colloquia, abstracts, reports, essays, case studies, surveys, tests, and others can be considered the main forms of presentation of evaluation tools.

**Business/role-playing** games are characterized by multiple solutions, from which it is required to choose the most rational one. The game develops the students' search thinking in relation to the performance of future job duties and functions. At the same time, the same game situation can be played several times to enable students to play different roles and offer their own solutions in them. During the game, students develop skills and knowledge in collecting and analyzing information, making decisions in conditions of incomplete information, evaluating the effectiveness of decisions, etc.

**Criteria for evaluating a business/role-playing game:** An "excellent" grade is given to a student if the content of his activity fully corresponds to the topic, concept, content of the game and the

accepted role. The “good” rating is given if the game plot develops, comments during the game include the conceptual apparatus of the subject area and mainly reflect an understanding of the applied aspect of the discipline being studied. The rating is “satisfactory”, if the game plot is not detailed, comments during the game are based to a small extent on the conceptual apparatus of the subject area. The mark "unsatisfactory" is given to the student (individually or as a member of the group), if the game plot does not develop, there are no comments during the game, the student does not demonstrate the understanding of the applied aspect of the discipline being studied.

**Case.** The analysis of specific learning situations (case-study) is a teaching method designed to improve skills and gain the experience in the following areas: identifying, selecting and solving problems; working with information - understanding the meaning of the details described in the situation; analysis and synthesis of information and arguments; working with assumptions and conclusions; evaluation of alternatives; making decisions; listening and understanding other people are group work skills. The immediate goal of the case-study method is to analyze the situation - case, arising in a specific state of affairs, by the joint efforts of a group of students, and develop a practical solution; the end of the process is the evaluation of the proposed algorithms and the choice of the best one in the context of the problem posed.

**Case-study** is a pedagogical technology based on the situation modeling in order to analyze a given case and identify problems. The analysis of specific situations of case-study is an effective method of activating the educational and cognitive activity of students. The joint activity of students in the development of educational material means that everyone makes their own individual contribution, there is an exchange of knowledge, ideas in an atmosphere of goodwill and mutual support, which translates cognitive activity into higher forms of cooperation. The goal of students is to analyze these situations, the proposed solutions, using the acquired theoretical knowledge. **The technology of working with a case in the educational process** includes the following stages: individual independent work of students with case materials; work in small groups to agree on the vision of the problem and its solutions; presentation and examination of the results of small groups at the general discussion within the group. When using interactive methods, the student becomes a full participant in the process of perception, his experience serves as the main source of educational knowledge. The teacher does not give ready-made knowledge, but encourages students to deduce it independently. Compared to traditional forms of conducting classes, the interaction between the teacher and the student is changing in interactive learning: the teacher gives way to the activity of students, and the task of the teacher is to create the conditions for their initiative.

**Criteria for evaluating case tasks:** An "excellent" grade is given to a student if they demonstrate the ability to present a reasoned argument on a problem, to obtain and process additional data; determine the goals, objectives, results of future activities, the causes of the situation, problems. The “good” mark is given to the student when demonstrating the ability to use a systematic and situational approach, determine goals, objectives, results of future activities, and identify difficulties in solving a problem. The “satisfactory” rating is given when the ability to determine goals, objectives, results of upcoming activities, possible connections of the problem with others, and partially describe the program of action are demonstrated. The mark "unsatisfactory" is given if the student demonstrates disparate arguments on the problem, not being able to determine the goals, objectives, results of the forthcoming activity (Choshanov, 2015: 37).

## **CONCLUSION**

Thus, the quality of the acquired knowledge and the degree of competencies depends on the level of teaching the discipline, the use of new teaching methods, and multimedia teaching aids in the work. All this is impossible without conducting open classes with subsequent analysis, in which teachers

exchange their experience in implementing new methods. The assessment of the quality of practical classes should be made up of the self-assessment of the teacher, the assessment of the commission, and the assessment by students. Thus, the teacher gives an assessment of an open lesson for further work on its improvement, argues for the chosen methodology, identifies the reasons for the decline in students' interest, etc. In the course of the practical lesson, the organization, content, methodology, student work management, teacher's professional data and performance are evaluated. When evaluating classes, it is also necessary to take into account special criteria for evaluating the varieties of practical (seminar and other) classes.

## REFERENCES

- Metodika obucheniya inostrannym yazykam (uchebnoye posobiye dlya studentov Instituta matematiki i mekhaniki im. N.I. Lobachevskogo po napravleniyu «pedagogicheskoye obrazovaniye (s dvumya profilyami podgotovki)»). (2016). Kazan', KFU. – 189s [Methods of teaching foreign languages (textbook for students of the Institute of Mathematics and Mechanics named after N.I. Lobachevsky in the direction of "pedagogical education (with two training profiles)"). (2016). Kazan, KFU, 189s].
- Metodicheskiye rekomendatsii po razrabotke fondov otsenochnykh sredstv pri realizatsii obrazovatel'nykh programm vysshego obrazovaniya: uchebno-metodicheskoye posobiye (2018). / Sost. A.A. Tarasenko, T.YU. Gulyayeva, Ye.V. Mirzoyeva, S.V. Suprun. – Krasnodar: KGUFKST, 2018. – 54 s. [(2018). Guidelines for the development of funds for evaluation tools in the implementation of educational programs of higher education: teaching aid / Comp. A.A. Tarasenko, T.Yu. Gulyaeva, E.V. Mirzoeva, S.V. Suprun. - Krasnodar: KGUFKST. - 54 p.].
- Ter-Minasova, S. G.** (1994). Sopostavitel'naya lingvistika i problemy prepodavaniya inostrannykh yazykov. M. [Ter-Minasova S. G.(1994) Comparative linguistics and problems of teaching foreign languages. M.].
- Ter-Minasova, S. G.** (2020). YAzyk i mezhkul'turnaya kommunikatsiya. [ Ter-Minasova S. G. Language and intercultural communication. M.].
- Choshanov, M.** (2015). Inzheneriya obuchayushchikh tekhnologiy. M., Inzheneriya obuchayushchikh tekhnologiy : prakticheskoye posobiye / M. A. Choshanov. 4-ye izd. Moskva : Laboratoriya znaniy, 2020. 242 s.[Choshanov M.(2015). Engineering of teaching technologies. M., 2015. Engineering of teaching technologies: a practical guide / M. A. Choshanov. 4th ed. Moscow: Knowledge Laboratory, 2020. 242 p.].
- Krashen, S.D.** (1994). The input hypothesis and its rivals, Implicit and Explicit Learning of Languages, Academic Press, London: Ellis, N, c. 45–77, CiteSeerX: 10.1.1.121.728
- For citation:**  
**Diasamidze, L.** (2023). Practical Exercises and Criteria for their Evaluation //International Scientific-Pedagogical Organization of Philologists “ WEST-EAST ” (ISPOP). Scientific Journal “WEST-EAST”. Vol. , N (March, 2023). pp. 58-64. <https://doi.org/10.33739/2587-5434-2023-9-1-58-64>

**Information about the author:**

**Diasamidze, L.Ya.** – PhD in Philology, Assistant professor, Batumi Shota Rustaveli State University, Batumi, Georgia.

e-mail: leila.diasamidze@bsu.edu.ge

Manuscript received:

01/15/2023 Accepted for publication: 03 /15/2023

**International Scientific-Pedagogical Organization of Philologists “West-East” ISPOP**

**SCIENTIFIC JOURNAL “ WEST-EAST ”**

**ISSN (print) - 2587-5434 ISSN (online) – 2587-552**