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METHODS AND TECHNIQUES OF FOREIGN LANGUAGE LEVEL CONTROL AMONG STUDENTS IN NON-PHILOLOGICAL UNIVERSITIES

The article analyzes the basic principles and methods of testing the assessment of knowledge, skills and abilities of students in the process of learning a foreign language in non-philological universities.

It is emphasized that the current stage of education development in our country can be called transitional. The transition from traditional forms of education to the search for new, more effective ones requires the creation of a qualitatively new model of the control system, which would allow to assess the knowledge, skills and abilities of students objectively.

It is proved that effective organization and control needs clearly present the objects of control, which are the criteria for assessing the level of foreign language speech activity proficiency.

The main forms of control organization are recognized, such as: individual or frontal; by the nature of answers – oral or written; using the native language – monolingual or bilingual; using technical means, using visual aids (drawings, diagrams, tables, etc.), using only paper and pens, without any aids.

Focus is also placed on the relationship between teaching methods and knowledge control methods. Innovative teaching and control methods are carefully analyzed: the method of role play, the method of "case study", the method of projects that allow not only the teacher but also students to see their level of language proficiency and compare their achievements with the achievements of other students.

It is emphasized that the most effective form of control nowadays is test. Firstly, it helps to achieve the optimal performance of all elements of the learning system by providing feedback aimed at the educational activities of teachers and students. Secondly, feedback determines the dual nature of control.

Depending on the type of information you want to get, there are 4 types of tests: tests of general foreign language knowledge; diagnostic tests; educational achievements tests; tests of distribution by level of training (tests of abilities). Test control simplifies the examination of works by the teacher and allows to organize boundary and final control, to intensify the activities of students by covering more students with control, to test the knowledge of a large amount of material in a short period of time.

Key words: *control methods, monolingual or bilingual, visual aids, achievements.*

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МЕТОДИ ТА ПРИЙОМИ КОНТРОЛЮ РІВНЯ ВОЛОДІННЯ ІНОЗЕМНОЮ МОВОЮ СТУДЕНТАМИ НЕМОВНИХ ВУЗІВ

У статті проаналізовані основні принципи та методи перевірки оцінки знань, умінь та навичок студентів у процесі вивчення іноземної мови в немовних закладах освіти.

Наголошується, що сучасний етап розвитку освіти в нашій країні можна назвати перехідним. Перехід від традиційних форм освіти до пошуку нових, більш ефективних, потребує створення якісно нової моделі системи контролю, яка б дала змогу об'єктивно оцінювати знання, уміння та навички здобувачів освіти.

Доведено, що для ефективної організації та проведення контролю необхідно чітко уявляти об'єкти контролю, які виступають критеріями оцінки рівня володіння іншомовною мовленнєвою діяльністю.

Визначаються основні форми організації контролю, як-от: індивідуальні або фронтальні; за характером оформлення відповідей – усні або письмові; за використанням рідної мови – одномовні або двомовні; з використанням технічних засобів, з використанням наочності (малюнки, схеми, таблиці тощо), з використанням тільки паперу і ручки, без будь-яких допоміжних засобів.

Також акцентується увага на взаємозв'язку методів викладання та методів контролю знань. Ретельно аналізуються інноваційні навчально-контролюючі методи: метод рольової гри, метод «кейс-стаді», метод проєктів, які дають можливість не тільки викладачу, а й самим студентам побачити свій рівень володіння мовою та порівняти свої досягнення з досягненнями інших студентів.

Наголошується, що найбільш ефективна натепер форма контролю – тест. По-перше, він сприяє досягненню оптимальної дії всіх елементів системи навчання завдяки забезпеченню зворотного зв'язку, спрямованого на навчальну діяльність викладача та студентів. По-друге, зворотний зв'язок зумовлює подвійну природу функціонування контролю.

Залежно від виду інформації, яку потрібно отримати, розрізняють чотири види тестів: тести загального володіння іноземною мовою; діагностичні тести; тести навчальних досягнень; тести розподілу за рівнем навченості (тести здібностей). Тестовий контроль спрощує перевірку робіт учителем і дає змогу організувати рубіжний та підсумковий контроль, активізувати діяльність учнів шляхом охоплення контролем більшої кількості школярів, перевірити знання великого за об'ємом матеріалу за невеликий проміжок часу.

Ключові слова: методи контролю, одномовні або двомовні, наочні посібники, досягнення.

Formulation of the problem. One of the most important tasks in teaching a foreign language is to teach students to use a foreign language as a means of communication in all types of speech activities in various real-life situations.

Testing and assessing knowledge, skills and abilities is an important part of the learning process. The success of the whole learning process largely depends on its correct formulation. Mastering the method of testing knowledge and grading is one of the most important and difficult tasks facing the teacher (Андрощук, 1996: 45).

Control in foreign language classes with students of non-philological universities can pursue different goals, but in all cases it is not an end as it is, and has an educational nature, allows to improve the learning process, replace ineffective teaching methods with more effective ones, create more favorable conditions for correction and improvement language skills for educating students by means of a foreign language.

Knowledge control is of great importance for students. It helps each student to understand and feel what success he has achieved in learning a foreign language or what his shortcomings are, what he needs to work on more. Correct objective assessments made by the teacher are an incentive for further work of students.

Therefore, there is a need to implement a system of control of maximum objectivity and the ability to measure the assessment using qualitative and quantitative indicators. The introduction of modern methods of control and evaluation in the practice of teaching in higher education institutions would ensure compliance with the requirements for control – objectivity, reliability, measurability, purposefulness, systematicity, etc. – and would make learning effective and bring it closer to the world standards.

Research analysis. Significant results have been achieved in the study of various control methods. The analysis of the special literature shows that in the methodology of teaching foreign languages many attempts have been made to solve the organization problem of knowledge control and assessment. Thus, scientists have identified the content and objectives of control, including test, its functions in the learning process; created a classification of control tasks; formulated the basic requirements to the development of control tasks and the control administration procedure; the peculiarities of the organization of control of different types of speech activity, foreign language skills and speech skills are analyzed and described; the specifics of control at the junior, middle and senior stages in secondary and higher educational institutions (V. Bankevich, M. Bernstein, M. Breigina, Zh. Vitkovskaya, M. Volodin, V. Gordienko, O. Gorchev, G. Ivanova, V. Kokota, N. Krasyuk, O. Kunina, L. Lysenko, O. Leontiev, O. Polyakov, I. Rapoport, V. Rys, M. Rosenkrants, R. Selg, I. Sotter, O. Tovma, S. Folomkina, I. Tsaturova, M. Stulman, G. Yudis).

Despite the fact that in pedagogy and methodology many studies have been conducted on the problem of control and assessment of knowledge, skills and abilities of students, the problem of control in higher education remains relevant.

The purpose of the article is to analyze, generalize and comprehend the experience of using modern methods of control, as well as to determine the psychological and pedagogical basis for the use of test control in the study of a foreign language.

Presenting main material. An important condition for effective management of the process of learning is the systematic control and timely introduction of appropriate amendments in this process. After all, control – is a set of receptive actions of the teacher in order to compare the perceived with a specific or abstract standard.

In order to effectively organize and conduct control, it is necessary to clearly present the objects of control that serve as criteria for assessing the level of proficiency in foreign language broadcasting activities. If the task of control is to determine the level of students' mastery of foreign language activities, then the objects of control are speech skills and abilities that ensure the success of the organization of these activities. Thus, the objects of control are auditory, lexical, grammatical skills (linguistic competence) and the ability to perform speech activities in speaking, listening, reading, writing, taking into account the linguistic and sociocultural features of these types, speech activity (communicative competence).

It is important to use different control methods according to the level of knowledge of students and possibly their interests. The process of control of students' educational activities should be based on the principles of systematicity, objectivity, differentiation and taking into account the individual characteristics of students.

The means of control are specially prepared control tasks, which include instructions (rules) for their implementation and language and speech material learned by students before.

According to the organization form, control can be individual or frontal (group); by the nature of the answers – oral or written; using the native language – monolingual or bilingual; using technical means, using visual aids (drawings, diagrams, tables, etc.), using only paper and pens, without any aids.

Speech control can be individual oral, using visual aids to check in an adequate form the speech mechanisms, speech reaction, pause nature and statements situationally. But the content of statements, the correctness of the opinion can be checked in writing frontally. This can be a picture description, writing a work, report, story, etc.

Listening control can be oral or written, individual or frontal, monolingual or bilingual, using technical means, visual aids. For example, the control of text comprehension can be carried out by its translation in a foreign or native language orally or in writing. Here it is important to take into account the level of speaking and spelling skills: the student can fully understand the listened text, but not speak or spell enough to be able to explain the content of the text in a foreign language orally or in writing. In this case, the text is translated into the native language. In addition to the translation, there can be answers to questions, making a plan for the listened text, presenting the content in their own words and other tasks. Reading and writing control can be monolingual and bilingual, individual and frontal, oral or written. Oral comprehension of the text (through speaking) and reading technique (reading aloud) are checked orally. Bilingual control tasks involve the translation of certain information. Writing control is carried out only in writing, which allows to check the possession of spelling, graphic skills and the ability to express thoughts in writing. Dictations, memorization and other tasks can also be used here. Teaching methods and knowledge control methods are interrelated. Indeed, if teachers use a communicative method (mastering communicative competence), then they choose control methods that encourage students to express their own opinions, which allows to check the level of practical foreign language knowledge.

Using the constructivist teaching method, which is based on the actual acts outside the teaching of students, the teacher brings them closer to reality, encouraging them to construct their own knowledge. Innovative teaching and control methods include: the method of role play, the method of "case study", the method of projects that allow not only the teacher but also the students themselves to see their level of language proficiency and compare their achievements with the other students' achievements. In fact, the best indicator of the level of students' foreign language mastery is the realization of their knowledge, skills and abilities to solve specific communicative tasks in real life situations. For example, the application of the case method involves two stages. The first – the teacher distributes pre-compiled cases to students. Students independently review the case, select additional information and literature to solve it. The second stage – the lesson begins with the control of students' knowledge, finding out the central problem that needs to be solved. The teacher divides the group of students into small working groups and gives different or the same situations to solve the case, monitors the work of small groups, helps, avoiding direct consultations. Each small group chooses a "speaker" who expresses the group's opinion at the decision presentation stage. During the discussion, questions to the speaker, speeches and additions of group members are possible. The teacher monitors the course of the discussion and by voting chooses a joint solution to the problem situation. At the summing stage, the teacher informs about the solution of the problem in real life or substantiates his own version and is sure to publish the best results, evaluates the work of each small group and each student.

Regarding the written test of students' knowledge, the method of test control has recently become popular. The main distinguishing feature of the test is the objectivity guaranteed by the measurement, the function of which is to deliver quantitative information (Глуханюк, 1997: 98).

The purpose of any test is to obtain information. Depending on the type of information you want to get, there are 4 types of tests: tests of general foreign language knowledge; diagnostic tests; educational achievements; tests and tests of distribution by level of training (tests of abilities).

Taking into account the brief course of a foreign language in a non-language university and the different level of knowledge of students, tests of academic achievement are successfully used, as they are based on the program or language material and are used for current, intermediate and final control. Testing and assessment of knowledge performs three main functions: control, training and educational (Глуханюк, 1997: 104).

In current control tests appear to be the best because they carry a large learning charge and are more accessible to the average and weak student. In grammar tests, especially in tests that require finding the correct answer to questions on the student's specialty, for example, you need to define a terminological concept, the educational function of the test is very large. In this case, the test becomes an element of problem-based learning, which is very important for the formation of student's cognitive activity. Due to its educational function, the test also provides an opportunity to involve students weak or unprepared in this material.

When conducting the final control in the educational process in a non-philological university, complex testing gives positive results. The final test consists of four separate tests that represent all types of speech activity. During the test, students must show the ability to use all language tools: grammar, lexical and phonetic. Testing in classes with students of completed test tasks showed that the most appropriate are the following testing techniques: question / answer, correct / incorrect, filling in the blanks, additions, multiple choice, target statement, comparison, synonyms, correction (Андрощук, 1996: 64).

Linguodidactic testing is used in foreign language teaching. Linguodidactic test is a set of tasks prepared in accordance with certain requirements, which have passed a preliminary test to determine quality indicators and which allow to identify the level of their language or communicative competence and evaluate the test results according to pre-established criteria. The main indicators of the quality of the didactic test are validity, reliability, differential ability, practicality and cost-effectiveness.

Linguodidactic tests are standardized and non-standardized.

A standardized test is one that has been pre-tested on a large number of those tested and has quantitative quality indicators. Among the standardized tests that measure proficiency, for example, in English, are known as IELTS (International English Language Testing System) – a test for those wishing to receive education in a foreign language. Every year it is passed by 25 thousand candidates. TOEIC (Test of English for International Communication) – a comprehensive test for those who plan to engage in professional activities in English. TOEFL (Test of English as a Foreign Language) is a comprehensive test developed in the United States for those wishing to receive an education or work in English. Standard-

ized tests are accompanied by a passport, which contains rules, conditions and instructions for multiple use of the test in different conditions.

Non-standardized tests are developed by the teacher for his students. Such tests are based on the material of a specific topic to check the level of formation of a particular skill or ability. Non-standardized tests are used during the current control in order to provide feedback in foreign language teaching. Non-standardized tests do not require the determination of all quantitative quality indicators. But it is advisable to identify in such a test very difficult and too easy questions and replace them with more acceptable ones (Андрощук, 1996: 79).

Many computer control programs can also be combined with computer training programs to determine the level of acquiring and mastery of grammar or lexical skills, listening skills, etc. And such a modern method of control as on-line tests is becoming increasingly popular. By integrating the information resources of the Internet, it is possible to solve the problem of controlling the level of foreign language mastering more effectively and variously, directly using the materials of the network of various degrees of complexity. The use of computer technology encourages independent work, creates favorable conditions for the development of creative abilities, increases motivation and cognitive activity of students, improves individualization, differentiation and intensification of the learning process, organizes systematic and reliable control.

Conclusions. Thus, control and assessment of knowledge, skills and abilities of students is an important element of the educational process. Properly organized, it promotes the development of memory, thinking and speech, systematizes knowledge, detects mistakes in the learning process in time and serves to prevent them. To ensure effective foreign language learning of in higher education and to obtain objective indicators of academic achievement in the subject "Foreign Language", it is also necessary to create a reliable system of control over foreign language mastery. One of the most effective methods of control in the foreign language learning, as shown by the results of many studies and experiments, is a test method.

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