

**Rivne State University of the Humanities
Philological Faculty
Department of Theory and Practice of Foreign Languages and Teaching
Methodology**

Diploma research of the educational qualification level «Bachelor Degree»

«Alternative Assessment in a Higher School»

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SUMMARY

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The object of the research is the system of studying the English language in a Higher School and the system of general real Assessment in a Higher School.

The subject of the research is the system of Alternative Assessment in a Higher School, its structure, the description of its components and their functions.

The aim of the research is to describe scientific conceptions of general real Assessment in a Higher School; to propose our own theory of Alternative Assessment in a Higher School; to describe the components of Alternative Assessment in a Higher School; to characterize the elements of the components of Alternative Assessment in a Higher School.

The theoretical value of the research.

Firstly, in our research we:

- Proposed *levels of Alternative Assessment in a Higher School*:

1. *General pedagogical level*: General Didactic, General Educational Technology represents a holistic educational process in a certain region, primary school, at a certain level of education as Alternative Assessment in a Higher School. In this form, Pedagogical Technology is identical to the pedagogical system, since it contains a set of goals, content, means and methods of teaching (education), an algorithm for the activities of subjects and objects of the educational process.

2. *Subject-methodical level*: Pedagogical Technology is used as a separate Methodology, that is, as a set of methods and means for implementing a certain content of teaching and education within the paradigm of one profile, subject, group, class.

3. *Local (modular) level*: Pedagogical Technology is implemented as a technology of individual parts of the educational process, solving individual didactic

and educational tasks as Alternative Assessment in a Higher School (Technology of individual types of the activity as the formation of concepts as Alternative Assessment in a Higher School, the upbringing of individual personal qualities, technology of the lesson, the acquisition of new knowledge, technologies of repeating material, technology of independent activity as Alternative Assessment in a Higher School).

Firstly, we mean “Language Image” as Alternative Assessment in a Higher School of a future teacher of the English language or a future philologist as an object of mastery is considered by scientists as a socio-personal category.

Firstly, we define Alternative Assessment in a Higher School as an interactive, socially oriented pedagogical technology that allows you to design the process of educational interaction as a model of the communication process and provides for objective quality control of the achievement of the set didactic goals when solving a practically significant problem, which ends with a real practical result.

Firstly, we define theoretical, practical and research training as Alternative Assessment in a Higher School:

- ♣ theoretical training of Alternative Assessment in a Higher School takes place in various academic forms (lectures, seminars, laboratory and practical classes), with the help of which the context of future professional activity is built;

- ♣ practical training of Alternative Assessment in a Higher School, which means the reproduction in the conditions of an educational institution of elements of pedagogical work during various types of practices, which involves modeling the subject and social content of future pedagogical work, its specific features;

- ♣ research training of Alternative Assessment in a Higher School of students is implemented during the performance of scientific and research work, writing essays, term papers and diploma theses, and involvement in certain types of innovative activities.

Firstly, we proposed components of Alternative Assessment in a Higher School and we showed their structure: the intentional component of Alternative

Assessment in a Higher School; the personal aspect of the intentional component of Alternative Assessment in a Higher School; the procedural (strategic) aspect of Alternative Assessment in a Higher School.

Key words: Alternative Assessment, theoretical training, practical training, research training, Language Image.

Парета Юрій Анатолійович (2025). Альтернативне оцінювання у вищій школі. Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. *Рукопис.*

Об'єктом дослідження є система вивчення англійської мови у вищій школі та система загального реального оцінювання у вищій школі.

Предметом дослідження є система альтернативного оцінювання у вищій школі, її структура, опис її компонентів та їхніх функцій.

Метою дослідження є опис наукових концепцій загального реального оцінювання у вищій школі; пропонування власної теорії альтернативного оцінювання у вищій школі; опис компонентів альтернативного оцінювання у вищій школі; характеристика елементів компонентів альтернативного оцінювання у вищій школі.

Теоретична цінність дослідження.

По-перше, у нашому дослідженні ми:

- Запропоновані рівні альтернативного оцінювання у вищій школі:

1. Загальнопедагогічний рівень: цей рівень можна назвати загальнодидактичним. Загальноосвітня технологія являє собою цілісний освітній процес у певному регіоні, на певному рівневі освіти як певне альтернативне оцінювання у вищій школі. У цій формі педагогічна технологія є ідентичною всій педагогічній системі, оскільки містить сукупність цілей, змісту, засобів та методів навчання (освіти), алгоритм діяльності суб'єктів та об'єктів освітнього процесу.

2. Предметно-методичний рівень: його сутність полягає в тому, що педагогічна технологія має використовуватися як окрема методологія, тобто як сукупність методів та засобів для реалізації певного змісту навчання та виховання в парадигмі одного предмету, групи дисциплін, освітньої програми.

3. Локальний (модульний) рівень: педагогічна технологія у цьому разі реалізується як технологія окремих частин освітнього процесу, що дозволить нам вирішувати окремі дидактичні та освітні завдання як своєрідне альтернативне оцінювання у вищій школі (технологія окремих видів діяльності як формування понять як альтернативне оцінювання у вищій школі, виховання індивідуальних особистісних якостей, технологія заняття, отримання нових знань, технології повторення матеріалу, технологія самостійної діяльності як альтернативне оцінювання у вищій школі).

Вперше під висловлюванням «Мовний образ» ми маємо на увазі альтернативне оцінювання у вищій школі майбутнього вчителя англійської мови або майбутнього філолога як об'єкта опанування певним освітнім матеріалом, що розглядається вченими як соціально-особистісна категорія.

Вперше ми визначаємо альтернативне оцінювання у вищій школі як інтерактивну, соціально зорієнтовану педагогічну технологію, яка дозволяє спроектувати процес освітньої взаємодії як модель процесу комунікації, що забезпечує здійснення об'єктивного контролю якості досягнення поставлених дидактичних цілей під час розв'язання практико значущої проблеми, що завершується реальним практичним результатом.

Вперше ми визначили теоретичну, практичну та дослідницьку підготовку як альтернативне оцінювання у вищій школі:

♣ теоретична підготовка з альтернативного оцінювання у вищій школі відбувається в різних академічних формах (лекції, семінари, лабораторні та практичні заняття), за допомогою яких вибудовується приблизний контекст майбутньої професійної діяльності;

♣ практична підготовка з альтернативного оцінювання у вищій школі означає відтворення в умовах освітнього закладу елементів педагогічної роботи під час виконання здобувачами вищої освіти різних видів практик, що передбачає моделювання предметного та соціального змісту майбутньої педагогічної роботи, її специфічних особливостей;

♣ дослідницька підготовка студентів з альтернативного оцінювання у вищій школі реалізується під час виконання науково-дослідної роботи, написання есе, курсових та дипломних робіт, а також залучення до певних видів інноваційної діяльності.

Вперше ми запропонували компоненти альтернативного оцінювання у вищій школі та показали їхню структуру: інтенційний компонент альтернативного оцінювання у вищій школі; особистісний аспект інтенційного компонента альтернативного оцінювання у вищій школі; процедурний (стратегічний) аспект альтернативного оцінювання у вищій школі.

Ключові слова: альтернативне оцінювання, теоретична підготовка, практична підготовка, дослідницька підготовка, мовний образ.

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INTRODUCTION

Relevance of the problem of Alternative Assessment in a Higher School.

Innovations in the higher educational system, determined by the spiritual, intellectual, socio-economic level of development of Ukraine, the recommendations of the Council of Europe and the requirements of the European Convention of higher education, put forward increased requirements for the professional and pedagogical training of Alternative Assessment in a Higher School of a new generation of teachers in terms of mastering a wide range of the latest teaching methods and technologies of Alternative Assessment in a Higher School.

In State Documents (State National Program “Education” (“Ukraine of the 21st Century”) (1993), the laws of Ukraine “About Education” (edition as of 07/24/2014), “About Higher Education” (edition as of 07/01/2014), “National Doctrine of the Development of Education in Ukraine in the 21st Century” (2001), State Program “Teacher” (2002)), as well as in accordance with the requirements of UNESCO, the International Organization for Cooperation and Development in the system of Education (2002) and the Standards of Competencies for Teachers (2008), our special attention is paid to the conceptual foundations of the formation of a system of professional and pedagogical training of future teachers, future teachers of the English language or a future philologists, according to basic principles and conditions of Alternative Assessment in a Higher School formation and their professional development.

So, because of great actuality of the problem of our research, the topic of our research is: “*Alternative Assessment in a Higher School*”.

The object of the research is the system of studying the English language in a Higher School and the system of general real Assessment in a Higher School.

The subject of the research is the system of Alternative Assessment in a Higher School, its structure, the description of its components and their functions.

The aim of the research is to describe scientific conceptions of general real Assessment in a Higher School; to propose our own theory of Alternative Assessment in a Higher School; to describe the components of Alternative Assessment in a Higher School; to characterize the elements of the components of Alternative Assessment in a Higher School.

The tasks of our research are:

1. To analyze State Documents (State National Program “Education” (“Ukraine of the 21st Century”) (1993), the laws of Ukraine “About Education” (edition as of 07/24/2014), “About Higher Education” (edition as of 07/01/2014), “National Doctrine of the Development of Education in Ukraine in the 21st Century” (2001), State Program “Teacher” (2002)), as well as in accordance with the requirements of UNESCO, the International Organization for Cooperation and Development in the system of Education (2002) and the Standards of Competencies for Teachers (2008) according to the problem of our research, which is the problem of Alternative Assessment in a Higher School.

2. To describe scientific conceptions of general real Assessment in a Higher School.

3. To propose our own theory of Alternative Assessment in a Higher School.

4. To describe the components of Alternative Assessment in a Higher School.

5. To characterize the elements of the components of Alternative Assessment in a Higher School.

6. In Appendixes to show the Lessons to educate pupils at Rivne Specialized School of I-III Degrees “Center of Hope” named after Nadiya Marynovych, where I had a pedagogical practice, the lessons with the elements of Alternative Assessment in a Higher School.

We proposed **Theoretical and Methodological Grounds** of our research, such as: State Documents (State National Program “Education” (“Ukraine of the 21st Century”) (1993), the laws of Ukraine “About Education” (edition as of 07/24/2014), “About Higher Education” (edition as of 07/01/2014), “National Doctrine of the Development of Education in Ukraine in the 21st Century” (2001),

State Program “Teacher” (2002)), as well as in accordance with the requirements of UNESCO, the International Organization for Cooperation and Development in the system of Education (2002) and the Standards of Competencies for Teachers (2008) according to the problem of our research, which is the problem of Alternative Assessment in a Higher School; scientific conceptions of general real Assessment in a Higher School (Пуховська, 1996; Barsalou, Santos, Simmons & Wilson, 2008); the description of the system of Alternative Assessment in a Higher School (Alyami & Mohsen, 2019; Croft & Cruse, 2004; Larsen-Freeman & Cameron, 2008); scientific theories of Alternative Assessment in a Higher School (Krzeszowski, 1993; Mykhalchuk, Bihunova, Fridrikh & Vietrova, 2021); the components of Alternative Assessment in a Higher School (Byram, 2006; Christiansen & Chater, 2015; Hathout & Namer, 2018; Matsuo, 2014; Roszko, Roszko, Sosnowski & Satoła-Staskowiak, 2018).

We used such **methods** in our research: theoretical analysis of the problem of Alternative Assessment in a Higher School; theoretical systematization of modern scientific researches on the problem of Alternative Assessment in a Higher School; classification of the methods and ways of providing Alternative Assessment in a Higher School.

The theoretical value of the research.

Firstly, in our research we:

- Proposed levels of Alternative Assessment in a Higher School:

1. **General pedagogical level:** General Didactic, General Educational Technology represents a holistic educational process in a certain region, primary school, at a certain level of education as Alternative Assessment in a Higher School. In this form, Pedagogical Technology is identical to the pedagogical system, since it contains a set of goals, content, means and methods of teaching (education), an algorithm for the activities of subjects and objects of the educational process.

2. **Subject-methodical level:** Pedagogical Technology is used as a separate Methodology, that is, as a set of methods and means for implementing a certain

content of teaching and education within the paradigm of one profile, subject, group, class.

3. **Local (modular) level:** Pedagogical Technology is implemented as a technology of individual parts of the educational process, solving individual didactic and educational tasks as Alternative Assessment in a Higher School (Technology of individual types of the activity as the formation of concepts as Alternative Assessment in a Higher School, the upbringing of individual personal qualities, technology of the lesson, the acquisition of new knowledge, technologies of repeating material, technology of independent activity as Alternative Assessment in a Higher School).

Firstly, we mean “**Language Image**” as **Alternative Assessment in a Higher School** of a future teacher of the English language or a future philologist as an object of mastery is considered by scientists as a socio-personal category.

Firstly, we define **Alternative Assessment in a Higher School** as an **interactive, socially oriented pedagogical technology that allows you to design the process of educational interaction as a model of the communication process and provides for objective quality control of the achievement of the set didactic goals when solving a practically significant problem, which ends with a real practical result.**

Firstly, we define **theoretical, practical and research training as Alternative Assessment in a Higher School:**

- ♣ **theoretical training of Alternative Assessment in a Higher School** takes place in various academic forms (lectures, seminars, laboratory and practical classes), with the help of which the context of future professional activity is built;

- ♣ **practical training of Alternative Assessment in a Higher School**, which means the reproduction in the conditions of an educational institution of elements of

pedagogical work during various types of practices, which involves modeling the subject and social content of future pedagogical work, its specific features;

♣ **research training of Alternative Assessment in a Higher School** of students is implemented during the performance of scientific and research work, writing essays, term papers and diploma theses, and involvement in certain types of innovative activities.

Firstly, we proposed **components of Alternative Assessment in a Higher School** and we showed their structure: the intentional component of Alternative Assessment in a Higher School; the personal aspect of the intentional component of Alternative Assessment in a Higher School; the procedural (strategic) aspect of Alternative Assessment in a Higher School.

Firstly, as a **part of communicative skills of Alternative Assessment in a Higher School** we distinguish such intercultural skills of a cultural-linguistic personality, as: the ability to interpret cultural values; to overcome the boundaries that separate cultures; to see in others what makes us different and what unites us; to observe events and their participants from the perspective of another culture and to understand the internal hidden springs of events and actions; to change self-esteem as a result of understanding **another culture as a mean of Alternative Assessment in a Higher School** and abandoning **stereotypes or illusory ideas of Alternative Assessment in a Higher School**, to be ready to change oneself; to see details that are important for understanding the essence of **a phenomenon, culture as the means of Alternative Assessment in a Higher School**; see the constant and the variable in **culture, traditions and innovations in different spheres of life as means of Alternative Assessment in a Higher School**; understand **the humor of another culture as a mean of Alternative Assessment in a Higher School**; based on etymology, see the relationships between words and their meanings as **a method of Alternative Assessment in a Higher School**; systematize and summarize **one's**

own experience in intercultural dialogue of Alternative Assessment in a Higher School of a future teacher of the English language or a future philologist.

We added:

- The definition of the **activity** of a future teacher of the English language or a future philologist **as Alternative Assessment in a Higher School** as a complex, multifactorial dynamic process that takes place in constantly changing conditions.

- We interpret **communicative activity as Alternative Assessment in a Higher School**, as a process of human activity, directed at another person (at his/her feelings, actions). *Communicative activity* is also Alternative Assessment in a Higher School.

The practical value of the research.

We proposed:

- Definitions of *Design-Communicative Technology and Communicative Technology as Alternative Assessment in a Higher School* was used as the main research method, which revealed a variety of approaches in the content consideration of the analyzed concepts and proved the complexity of their formation.

- The scheme of **Dialogization as Alternative Assessment in a Higher School** appears in several dimensions: teacher -> student (students), student -> information, student -> culture.

- **Three main types of training of Alternative Assessment in a Higher School.**

1. **Theoretical training of Alternative Assessment in a Higher School** includes courses of introduction to the specialty, pedagogy, psychology, methods of educational work, methods of teaching a special subject, special courses, special seminars.

2. **Practical training of Alternative Assessment in a Higher School** consists of passing all types of pedagogical practice: educational practice in summer health camps; educational and pedagogical practice (is passive in nature, students are

observers of the educational and educational process); pedagogical and production practice (takes place in an active form, during which interns must conduct their own lessons, educational hours and attend the lessons of fellow students with detailed analysis).

3. Research training of Alternative Assessment in a Higher School is carried out with the participation of research laboratories, scientific and methodological seminars, preparation of abstracts and term papers, reports.

Approbation and implementation of the results of our research were tested and implemented into Rivne Lyceum “Center of Hope” named after Nadiya Marynovych of the Rivne City Council, meetings of the Department of Theory and Practice of Foreign Languages and Teaching Methodology of Rivne State University of the Humanities, reported at the conferences on modern problems of teaching methods of foreign languages (Rivne, 2025). One article was published:

1. Pareta, Yu. (2025). DIFFERENT TYPES OF TESTS FOR CHEKING WRITING SKILLS OF PUPILS. Матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених *«Актуальні проблеми сучасної іноземної філології» (20 травня 2025 року)*. Рівне: РДГУ. С. 411–416.

CHAPTER I.

THE ANALYSIS OF THE PROBLEM OF USING THE WAYS OF PROVIDING ALTERNATIVE ASSESSMENT IN A HIGHER SCHOOL

1.1. Studying of the problem of the analysis of the categorical-conceptual apparatus of the investigation of Alternative Assessment in a Higher School

At the current stage of the development of informational society in Ukraine, the problems of Alternative Assessment in a Higher School in the paradigm of professionalization a future teacher of the English language or a future philologist are becoming increasingly important. To verify the low level of legislative acts of Alternative Assessment in a Higher School, regulations and programs of Alternative Assessment in a Higher School, which have been developed by different scientists, a systemic analysis of Alternative Assessment in a Higher School will be highlighted in our country, in Ukraine, and it will be described in our research. The problem of Alternative Assessment in a Higher School needs for reform. It is emphasized nowadays on the basis of democratization, humanization, entry of Ukraine into European Union and gave some special light into general educational space of Alternative Assessment in a Higher School.

Also, we have to add, that the problem of Alternative Assessment in a Higher School is indicative onto the Conception of informatization of back-lighting devices, the Conception of computerization of general schools in Ukraine (2001). The problem of Alternative Assessment in a Higher School is connected with UNESCO documents (“Proof of the International Commission on UNESCO for the 21st Century” (1996), “English Language Competency Standards for Readers” (2008); the “Horizon 2020 Program” (2014) and other official documents of the Ukrainian State, which reflect the trends in modernization of Alternative Assessment in a Higher School, is connected with different forms and methods of professional

training of pedagogical staff in the basis of progressive Alternative Assessment in a Higher School and the promotion in accordance with it of innovative technologies into the process of Higher Education.

The dominant professional and pedagogical training of a future teacher of the English language or a future philologist in the 21st century is a developmental, culturally creative basis for Alternative Assessment in a Higher School. Also, the problem of use of Alternative Assessment in a Higher School is connected with the development of unique characteristics or features of Alternative Assessment in a Higher School with a high level of students' independence and creativity, which manifests itself with a high level of professional competence of a future teacher of the English language or a future philologist in such qualities, as flexibility, a high level of professional thinking of a future teacher of the English language or a future philologist, students' sovereignty, mobility and adaptability to innovative situations of professional activity, to Alternative Assessment in a Higher School, ***to permanent professional thoroughness, creativity to provide different forms of the activity in different modes of new minds of multicultural Europe, to cooperate with foreign partners, to accept alternative decisions, to take on the initiative. All these factors are dominant for providing Alternative Assessment in a Higher School.***

Based on the general awareness of plurilingualism of Alternative Assessment in a Higher School, the formation of the readiness of a future teacher of the English language or a future philologist is updated before forming or developing in academic intercultural awareness. Alternative Assessment in a Higher School is connected with an emphasis on students' special cultural identity, their communicative activity and readiness to take a part more effectively in intercultural dialogue and subject-subject interaction. According to this fact the problem of Alternative Assessment in a Higher School is very actual.

The formation of a new educational system in Ukraine, we focused on entering the global educational space of Alternative Assessment in a Higher School. Also, we require some important significant changes, taking by us in the innovative direction in the professional and pedagogical training of a future teacher of the

English language or a future philologist. In such a way, the value orientation of Alternative Assessment in a Higher School, of innovative teaching is not the assimilation of knowledge of the English language. In this a way the promotion of the process of of Alternative Assessment in a Higher School in the connection with intellectual and moral development of the student's personality, is a result of which the priorities in the teacher's activity change because of use by a teacher Alternative Assessment in a Higher School. Knowledge of the English language from the goal of education is transformed into different means of Alternative Assessment in a Higher School for developing cognitive and personal qualities of a future teacher of the English language or a future philologist, and the teacher from a "Transmitter of information" goes into "An organizer of educational and cognitive activity", who owns not only certain technologies of Alternative Assessment in a Higher School, but also has a solid methodological foundation for the activity of a future teacher of the English language or a future philologist (Lakoff & Johnson, 1980).

From the point of view of modern Pedagogy and Methodology, in understanding the essence of the category of "Alternative Assessment in a Higher School" the sense relies on Philosophy and Psychology, taking into account its essential qualities (goal-setting in the process of Alternative Assessment in a Higher School, transformative nature, objectivity, conscious nature of the process of Alternative Assessment in a Higher School, subjectivity of a future teacher of the English language or a future philologist) (Meyer, 2004). Also, in the science there is not a point of view about a structure of Alternative Assessment in a Higher School, and it defines Alternative Assessment in a Higher School as a form of an individual's active attitude towards the environment. Also, it is important a motivated set of naturally interconnected behavioral acts of a future teacher of the English language or a future philologist and sequential actions, which have the aim of performing certain tasks, for achieving certain socially significant goals (Heidari, 2019). So, **the first principle of Alternative Assessment in a Higher School is the forms of the activity** of a future teacher of the English language or a future teacher of the English language or a future philologist.

We agree with the views of scientists (Barsalou, 1999; Hampe & Grady, 2005), and **we understand activity of Alternative Assessment in a Higher School** as a complex, multifactorial dynamic process that takes place in constantly changing conditions. This process has the aim for assimilating the experience and culture accumulated by humanity, creating some different conditions for their personal development and preparation for the performance of certain social roles in our Ukrainian modern society.

The analysis of the researches of Ukrainian and foreign scientists (Kramsch, 2011; Lynott & Connell, 2010) on the problem of the studied categorical conception of of Alternative Assessment in a Higher School allowed us to identify the inherent features of educational activity of Alternative Assessment in a Higher School, that are different from other types of the activity, such as: focus on mastering some educational material of Alternative Assessment in a Higher School and solving educational tasks, on mastering general methods of Alternative Assessment in a Higher School, of actions and scientific concepts; focus on changing the mental qualities and behavior of a future teacher of the English language or a future philologist, depending on the results of students' personal actions for providing Alternative Assessment in a Higher School; a clearly expressed humanistic character of Alternative Assessment in a Higher School: in content, according to some meaning and a form of speech activity or a text.

One of the ways to modernize the content, forms and methods of Alternative Assessment in a Higher School is to introduce ***the Activity Approach*** as one of the alternative method of transferring ready-made knowledge and emphasize on its passive assimilation. Alternative Assessment in a Higher School will determine the path of the development of the personality of a future teacher of the English language or a future philologist in the learning process, ensuring the organization of the outlined conditions, such as: reorientation of Alternative Assessment in a Higher School from the traditional assimilation and memorization of ready-made forms of knowledge to the process of their productive perception and functioning; formation of the main types of the activity for Alternative Assessment in a Higher School, such

as providing at the English lessons Alternative Assessment in a Higher School through communication, cognitive and educational activity; purposeful formation of skills and abilities as mental actions based on their gradual development (Talmy, 2000).

Professional and pedagogical training of a future teacher of the English language or a future philologist for the application of Alternative Assessment in a Higher School requires ***an Active Approach***, which allows the teacher presenting the learning process as a clearly planned system of students' assimilation of educational and professional activities, provides a special space for expanding and strengthening learning with knowledge, skills and abilities of creative work at the practical lessons and through researches, scientific and research, and innovative and research levels, actively working on the development of speech and thinking abilities, and forming an active attitude towards the learning process as Alternative Assessment in a Higher School (Roszko, Tymoshuk, Duszkin & Sosnowski, 2018).

The cardinal difference of the Activity Approach to learning as Alternative Assessment in a Higher School lies in its focus on developing the creative potential of the individual, on giving not only a certain amount of knowledge, but also teaching how to independently and navigative is any information, act with a deep understanding of the essence of phenomena, relying on theoretical generalizations of Alternative Assessment in a Higher School.

The problems of providing the activity at the process of Alternative Assessment in a Higher School and the Activity Approach have been widely studied in philosophical issues (Mykhalchuk, Ivashkevych Er. & Ivashkevych Ed., 2024). The development of the Activity Approach in Didactics and English Language Methodology was continued in studies on the content of students' and teachers' activities and their interaction (Sosnowski & Bonnard, 2015).

According to scientists (Murphy, Melandri & Bucci, 2021), the Activity Approach to the process of Alternative Assessment in a Higher School, to the problem of professional and pedagogical training of a future teacher of the English language or a future philologist allows us to more fully, versatilely and in a certain

sequence to arrange its main components, to more specifically determine the places of subjects and conditions of learning, to consider in their interrelation its social (goals, content), psychological (motives, will, attention, etc.), cybernetic (planning, organization, regulation, control) aspects, which are not simply summed up in a didactic description of a holistic learning process of Alternative Assessment in a Higher School.

The Activity Approach in the aspect of our research, we mean the problem of Alternative Assessment in a Higher School, involves defining the essence of the concept of “**project activity**”. A number of Ukrainian and foreign scientists (Johnson, 1987; Millikan, 2000; Ritchie, 2004) associate the concept of “project activity” with the performance of tasks for reproduction Alternative Assessment in a Higher School according to a model of testing, including search tasks for Alternative Assessment in a Higher School related to improving the design of already well-known objects and creative tasks with the aim of creating new objects. Alternative Assessment in a Higher School is used with creating possible options for future activity and predicting its results; with filling the gap between theory and practice of Alternative Assessment in a Higher School, between existing ideal ideas of Alternative Assessment in a Higher School and a process of a real life, embodying attitudes for Alternative Assessment in a Higher School towards both cognition and the creation of a future teacher of the English language or a future philologist new objects (Mykhalchuk & Bihunova, 2019).

The analysis of theoretical researches of Alternative Assessment in a Higher School of modern psychological and pedagogical science shows: the most amount of scientists believe that project activity is a creative process in which several essential phases can be identified: there is the development of an idea of Alternative Assessment in a Higher School, generation of a project idea of Alternative Assessment in a Higher School (subjectification); materialization of ideal constructions of Alternative Assessment in a Higher School in the symbolic material of the project Alternative Assessment in a Higher School (objectification); deployment of the symbolic structure of the project of Alternative Assessment in a

Higher School in an exteriorized actions, material embodiment of the idea of Alternative Assessment in a Higher School (materialization). The materialization of the project idea of Alternative Assessment in a Higher School necessarily involves the communicative activity of a future teacher of the English language or a future philologist. The communicative aspect of the English language and the integration of various activities of Alternative Assessment in a Higher School related to the process of communication, which also is so called Alternative Assessment in a Higher School (Langlotz, 2015).

1.2. Communicative activity of a future teacher of the English language or a future philologist as the way for providing Alternative Assessment in a Higher School

Communicative activity as Alternative Assessment in a Higher School is considered by scientists as a special type of activity and it is presented in the researches of both Ukrainian and foreign scientists (Liu & Zhang, 2014). Following the position of scientists (Kramsch, 2015), **we interpret communicative activity as Alternative Assessment in a Higher School**, as a process of human activity, directed at another person (at his/her feelings, actions). So, Alternative Assessment in a Higher School is motivated by certain motives (to get to know another person as a Subject, a Person) and it is expressed using various communicative means (words, gestures, facial expressions) to realize a particular communicative need (to come into contact with another person, to include a partner in one's values). **Communicative activity** is also Alternative Assessment in a Higher School.

In the aspect of professional and pedagogical training, **communicative activity** means a multifaceted process and a result of Alternative Assessment in a Higher School, of establishing and developing contacts between students and the teacher, between the students themselves, which is generated by the needs of educational activity for reaching Alternative Assessment in a Higher School and includes a lively exchange of information, developing a single strategy of interaction,

communication, overcoming conflicts, changing positions and making decisions. The key concept that determines the dominant direction of professional training of a future teacher of the English language or a future philologist at the universities in our study is “***Project-Communicative Activity***”.

According to foreign scholars (Coffa, 1991), ***Project-Communicative Activity*** has a didactic specificity and it is considered as the ability of a future teacher of the English language or a future philologist to project the acquired knowledge, skills, experience and ways of the students’ behavior in the conditions of communicative activity. From these positions, the main task of the teacher in the process of Alternative Assessment in a Higher School is not to plan artificial successes of a future teacher of the English language or a future philologist, not to write step-by-step plans or summaries as Alternative Assessment in a Higher School, but to design different conditions that will maximally contribute to the development of students’ communicative competence. ***Project-Communicative Activity*** is also Alternative Assessment in a Higher School.

Scientists define Project-Communicative Activity as a productive interaction of a future teacher of the English language or a future philologist with the aim at forming the professional competence of a specialist, mastering knowledge and general methods of educational, communicative, project-based professional actions and self-development of a future teacher of the English language or a future philologist in the process of implementing an educational project on the basis of external control and evaluation, which turns into self-control and self-assessment as Alternative Assessment in a Higher School. Thus, Project-Communicative Activity as Alternative Assessment in a Higher School is carried out on the basis of the integration of the project method as Alternative Assessment in a Higher School and the communicative method of learning, which is based on complex subject-subject interactions of the teacher and students (Kecskes, 2014).

In accordance with the idea of scientists (Mykhalchuk & Ivashkevych Er., 2019) about the influence of the hierarchy of activities as Alternative Assessment in a Higher School on the formation of the future teacher’s personality, in professional

and pedagogical training as the most promising for us is the understanding of educational project-communicative activity as Alternative Assessment in a Higher School for their subordination, the hierarchy of educational, project and communicative activity as Alternative Assessment in a Higher School, which contributes to a deep understanding of the complex diversity of the field of language education through the prism of technologization as Alternative Assessment in a Higher School. In our case, the image of such a result of Alternative Assessment in a Higher School is the simultaneous application of a Technological Approach in the preparation of a future teacher of the English language or a future philologist and the teacher's readiness to use Alternative Assessment in a Higher School in students' professional activity. Before exploring the essence of Alternative Assessment in a Higher School, let's consider the approach on which these technologies are based.

The Technological Approach, the main provisions of which were identified and systematized by scientists (Rákosi, 2017), includes elements of ***Management Theory*** and ***a Systemic Approach*** as Alternative Assessment in a Higher School. Based on the theories of psychological and pedagogical diagnostics, Social Psychology and cybernetics, the Technological Approach is not so much a method of scientific knowledge as a practical approach to the holistic construction of the educational process. At the same time, it is a scientifically sound design of the educational process, its systematic and consistent implementation in practice, with tracking of the results obtained in the process of Alternative Assessment in a Higher School.

Scientists have proven: a Technological Approach to professional and pedagogical training means that its process of Alternative Assessment in a Higher School is designed at the level of Pedagogical Technology. Systematizing various views of scientists on the interpretation of Pedagogical Technology as of Alternative Assessment in a Higher School (as the production and application of educational tools (Barsalou, 2009); as a communication process as Alternative Assessment in a Higher School or a means of solving an educational problem as of Alternative Assessment in a Higher School (Croft, 2009); as a broad field of knowledge as of

Alternative Assessment in a Higher School (Kramsch, 1993); as a project of a certain pedagogical system as Alternative Assessment in a Higher School, as a systemic set and order of functioning of all pedagogical tools, as a complex integrative process as of Alternative Assessment in a Higher School (Skehan, 1998)). So, we came to the conclusion that its multifacetedness and multifunctionality allow Alternative Assessment in a Higher School to be effectively used in professional and pedagogical training at three hierarchically subordinate **levels of Alternative Assessment in a Higher School**:

1. **General pedagogical level**: General Didactic, General Educational Technology represents a holistic educational process in a certain region, primary school, at a certain level of education as Alternative Assessment in a Higher School. In this form, Pedagogical Technology is identical to the pedagogical system, since it contains a set of goals, content, means and methods of teaching (education), an algorithm for the activities of subjects and objects of the educational process.

2. **Subject-methodical level**: Pedagogical Technology is used as a separate Methodology, that is, as a set of methods and means for implementing a certain content of teaching and education within the paradigm of one profile, subject, group, class.

3. **Local (modular) level**: Pedagogical Technology is implemented as a technology of individual parts of the educational process, solving individual didactic and educational tasks as Alternative Assessment in a Higher School (Technology of individual types of the activity as the formation of concepts as Alternative Assessment in a Higher School, the upbringing of individual personal qualities, technology of the lesson, the acquisition of new knowledge, technologies of repeating material, technology of independent activity as Alternative Assessment in a Higher School).

For our research, according to the problem of Alternative Assessment in a Higher School, **the subject-methodological level** is of interest, where the functioning of pedagogical technology occurs at the level of a separate Methodology with a certain set of methods and teaching aids as of Alternative Assessment in a Higher

School. Given the specificity of philology, it is precisely such technological support for the professional and pedagogical training of a future teacher of the English language or a future philologist, according to scientists (Strugielska & Piatkowska, 2017), that correlates with the main methodological principle of the Council of Europe: the methods of Alternative Assessment in a Higher School used in the study, teaching and research of languages should be considered in terms of their greatest effectiveness for achieving goals consistent with the needs of students in their social context.

Since the conception of *Design-Communicative Technology* as Alternative Assessment in a Higher School is basic in our research, we consider it necessary to specify its essence. In order to create a single working definition of this concept and, taking into account the heterogeneity of interpretations of its categories, content analysis of the definitions of *Design-Communicative Technology and Communicative Technology as Alternative Assessment in a Higher School* was used as the main research method, which revealed a variety of approaches in the content consideration of the analyzed concepts and proved the complexity of their formation.

In Ukrainian psychological and pedagogical literature and scientific researches, the authors use different terms in relation to the concept of *Project-Communicative Activity*. A certain circle of scientists consider the specified term within the paradigm of *Project Learning* as Alternative Assessment in a Higher School (Deignan, 2005). Other scientists identify it with the *Project Method* as Alternative Assessment in a Higher School (Byram, 2012).

In our opinion, this pedagogical phenomenon is interpreted as a Pedagogical Technology as Alternative Assessment in a Higher School in which the main load on the implementation of the learning function is carried out by the educational project as a direct result obtained when solving a practically significant problem, and is presented as a means of teaching a future teacher of the English language or a future philologist, where the teacher performs the function of managing the learning tool, as well as stimulating and coordinating the activities of students.

Within the paradigm of the content analysis, we identified categorical features of Alternative Assessment in a Higher School and analyzed the prevalence of their use in pedagogical literature, in particular in the above definitions; the topic, task and hypothesis of the content analysis were determined; a sample was drawn up.

♣ **Topic:** Project-Communicative Technology as Alternative Assessment in a Higher School.

♣ **Task:** to formulate a substantiated definition of Project-Communicative Technology as Alternative Assessment in a Higher School.

♣ **Hypothesis:** Project-Communicative Technology as Alternative Assessment in a Higher School is a productive technology of independent educational activity that implements a creative technological approach to professional and pedagogical training.

♣ **Sample:** 140 definitions of the concepts of “Project Technology” and “Communicative Technology” by various Ukrainian and foreign authors.

The study revealed contradictory views on the understanding of the first analyzed concept Project-Communicative Technology as Alternative Assessment in a Higher School: the majority of scientists (Bates, 2003) consider it a Pedagogical Technology (22,78%); another part of researchers (Cook, 1991) tend to consider Project-Communicative Technology as a technological activity (33,65%); others (Langacker, 2008) – as a learning system (25,98%). Project-Communicative Technology as a way of organizing pedagogical activity is considered by 47,91% of authors (Sinha, 2009).

Using the method of content analysis of the concept of Project-Communicative Technology as Alternative Assessment in a Higher School, defined by a lot of authors from various fields of science, made it possible to highlight certain stable features of the specified concept. Within the paradigm of content analysis, it was found that the basis of project technology is the idea of interaction in a learning group during the educational process, the idea of mutual learning as Alternative Assessment in a Higher School, in which the subjects of learning take on not only

individual, but also collective responsibility for solving educational tasks as Alternative Assessment in a Higher School, which inevitably entails communicative skills. In this sense, according to 86,20% of the authors, project technology as Alternative Assessment in a Higher School is one of the interactive, socially oriented pedagogical technologies based on modeling social interaction in a small group during the educational process.

Thus, Project Technology allows to actualize educational and cognitive activity as Alternative Assessment in a Higher School and activate a future teacher of the English language or a future philologist as a subject of the activity as a future teacher of the English language or a future philologist, to realize his/her personal potential, which creates different conditions for the development of students' autonomy and creativity as Alternative Assessment in a Higher School, ensures the productive communicative nature of educational activity and the productivity of the educational process as a whole. During the content analysis, we found that most scientists claim: Project-Communicative Technology as Alternative Assessment in a Higher School is based on the students' research activity, associated with solving a certain problem task and aimed at mastering the methodology of cognition and research of real reality.

82,36% of the authors believe that this Project-Communicative Technology as Alternative Assessment in a Higher School has the aim at acquiring theoretical knowledge and ideas that enable a future teacher of the English language or a future philologist to have the minimum necessary and sufficient awareness in their professional field. As it was emphasized by 70,77% of the researchers, it is precisely the mastery of practical skills and abilities to apply the acquired knowledge to perform certain communicative actions, methods of educational and cognitive activity (solving problem tasks, independent creative search for ways and means, reflective analysis and self-assessment of the process and result) by means of joint creation of a specific project that constitutes the essence of this Project-Communicative Technology as Alternative Assessment in a Higher School.

So, based on our analysis of methodological and pedagogical literature, summarizing different approaches to the essence of the category “Project-Communicative Technology as Alternative Assessment in a Higher School” and generalizing the experience of scientists who studied this problem, we define Project-Communicative Technology as a Pedagogical Technology that contributes to the acquisition of new professionally significant knowledge, the implementation of methodological skills, the formation of certain personal qualities of the individual in the process of solving the tasks of an educational project and ends with a real practical result. The next stage of the content analysis of the concept of “Project-Communicative Technology as Alternative Assessment in a Higher School” consisted in the definition of the second studied category “Project-Communicative Technology as Alternative Assessment in a Higher School”, which is based on the understanding of communicability, which a scientist (Sperber, 1996) suggests understanding as a category of Methodology as Alternative Assessment in a Higher School. The same opinion is defended by us, believing that without communicability there is no modern English language Methodology of Alternative Assessment in a Higher School.

Content analysis of the studied concept of Alternative Assessment in a Higher School revealed that Communicative Technologies as of Alternative Assessment in a Higher School, which are currently considered by a wide range of sciences, such as Philosophy, Sociology, Psychology, Political Science, Computer Science, etc. Such a wide range of scientific fields gives rise to an equally wide set of interpretations of the concept of communicative technology. Thus, sociologists and political scientists tend to interpret Communicative Technologies as Alternative Assessment in a Higher School as a type of socially oriented technologies capable of influencing the personality through a system of social signs and symbols presented in the process of communication.

These Communicative Technologies as Alternative Assessment in a Higher School are also considered in psychological and pedagogical science, where they are presented as professionally, personally oriented (Coffa, 1991), although they have

their own specifics caused by the subject field of the pedagogical task as Alternative Assessment in a Higher School. In general, Communicative Technology as Alternative Assessment in a Higher School is attributed to the categorical attribute “Project-Communicative Technology as Alternative Assessment in a Higher School” by 56,87% of researchers. 28,01% of scientists consider the studied Project-Communicative Technology as Alternative Assessment in a Higher School as a set of methods and techniques for the practical implementation of the principle of communicability, socio-psychological influence of subjects of the educational process on each other, as a result of which, according to authors (Byram, 2006), the most effective result is ensured, such as the professional readiness of a future teacher of the English language or a future philologist for future professional activity.

The opinion of scientists who consider Project-Communicative Technology as Alternative Assessment in a Higher School within the practical use of systematized humanitarian knowledge, with the aim of ensuring a directed influence on the improvement of the individual, his/her subjective, social and natural environment is similar. This is the opinion of 65,43% of authors (Christiansen & Chater, 2015).

Only 35,75% of researchers (Hathout & Namer, 2018) tend to define Project-Communicative Technology as Alternative Assessment in a Higher School as a system that is the result of purposeful human activity, which is created to solve problems in the communicative sphere. Thus, according to scientists (Johnson, 1987), intercultural Project-Communicative Technology as Alternative Assessment in a Higher School is a flexible, mobile, open system that promotes students’ mastery of strategies and tactics for independent acquisition of personally significant knowledge, encourages an active search for personal meaning, values of intercultural communicative experience as Alternative Assessment in a Higher School on the basis of implicit and explicit dialogue, reflection and cultural self-development.

Content analysis showed that the majority of scientists (66,17%) believe that Project-Communicative Technology as Alternative Assessment in a Higher School

is focused on interpersonal interactions in the educational process, on the development of contacts between partners, according to the design of the educational process in general, from the beginning to the end of interaction with a future teacher of the English language or a future philologist within the educational discipline, and in particular designs specific acts of interaction, such as educational classes. The essence of Project-Communicative Technology as Alternative Assessment in a Higher School in this case is revealed in the fact that the learning process is actually built as a process of communication.

Despite a sufficient amount of scientific literature on the problem of Project-Communicative Technologies as Alternative Assessment in a Higher School, the psychological and pedagogical content of this phenomenon is not clearly defined. The method of content analysis of the studied concept allowed us to define Project-Communicative Technology as Alternative Assessment in a Higher School as interactive, socially oriented learning technology, which allows us to design the process of educational interaction as a model of the process of real communication, which determines the communicatively motivated behavior of the teacher and students during the lesson and provides for objective control of the quality of achieving the set of the English language didactic goals.

1.3. Types of training of Alternative Assessment in a Higher School

However, according to many Ukrainian and foreign researchers, in order to form communicative competence outside the language environment, it is not enough to saturate the lesson with conditional communicative or communicative exercises that allow solving communicative tasks as Alternative Assessment in a Higher School. It is important to provide students with the opportunity to think, solve any problems that generate thoughts, reflect on possible ways to solve these problems, so that students focus on the content of their statement, so that the focus is on the thought as a project of the future statement, and speech acts in its direct function, such as the formulation of these thoughts.

We believe that it is Alternative Assessment in a Higher School that is such a “guide” and allows us to creatively comprehend the educational material offered by the philologist teacher in various exercises and to activate the mental activity of students who use various language tools for its design. Comparison of the results of the content analysis of “Project-Communicative Activity” and “Project-Communicative Technology” as Alternative Assessment in a Higher School, as well as a survey of future philologists and teachers of the Alternative Assessment in a Higher School, allowed us to establish certain common features of the mentioned technologies, which gave grounds to combine them, as is the case in foreign methods. Let us present them in percentage terms.

As can be seen from the figure, both Project and Communicative Technologies as Alternative Assessment in a Higher School are interactive and socio-personal, have a creative, research character, aimed at creating an educational product. Let us consider the identified common features in more detail. Scientists note that in project-communicative learning an interactive type of relationship is established, based on polylogy, consisting of a group of dialogues as Alternative Assessment in a Higher School. **Dialogization as Alternative Assessment in a Higher School** appears in several dimensions: teacher -> student (students), student -> information, student -> culture.

The interactive nature of the studied Alternative Assessment in a Higher School is expressed, on the one hand, in a joint focus on solving problems, when students act as equal subjects of the dialogical space with a dominant focus on the partner's personality. On the other hand, the interactivity of Alternative Assessment in a Higher School is manifested in the active interaction of the student with other subjects of communicative activity (essentially interactive) as Alternative Assessment in a Higher School and the educational process for the purpose of a more in-depth individual and mutual assessment of their experience of communicative and educational activity, during which there is a correlation of new experience with the past, acceptance of new truths, understanding of oneself through the value judgment

of partners, implementation of the internal program of subjects in the process of educational cooperation as Alternative Assessment in a Higher School.

The socio-personal nature of Alternative Assessment in a Higher School is manifested, on the one hand, in the fact that they involve inclusion in a social context that is vital for the student, associated with the creation of a certain activity product, which ensures the independent creative nature of educational and cognitive activity as Alternative Assessment in a Higher School. On the other hand, the socio-personal nature of these technologies is due to the social nature of language as a socio-cultural phenomenon and as an object of mastery.

Thus, the modern **“Language Image” as Alternative Assessment in a Higher School** of a future teacher of the English language or a future philologist as an object of mastery is considered by scientists as a socio-personal category:

- a means of communication and the implementation of socio-cultural activity as Alternative Assessment in a Higher School as a certain “system of landmarks”, which are necessary for the students’ activity in the objective world (Heidari, 2019);

- a means of interlingual and intercultural communication and interaction, a means of “Dialogue of Cultures as Alternative Assessment in a Higher School” in the conditions of intercultural communication (Krzeszowski, 1993);

- a form of vision of the world as Alternative Assessment in a Higher School, mastery of the world, awareness of the conceptual and linguistic picture of the world as Alternative Assessment in a Higher School (Lakoff & Johnson, 1980);

- a means of knowing the world, understanding the “Image of the World” as Alternative Assessment in a Higher School, interpreting and creating a personal “Picture of the World” as Alternative Assessment in a Higher School (Larsen-Freeman & Cameron, 2008);

- a means of socialization of the individual, a means of actualizing “Personal experience” as Alternative Assessment in a Higher School and “a Dialogue with the World” as Alternative Assessment in a Higher School (Kecskes, 2014);

– a means of identification of a future teacher of the English language or a future philologist with culture and “integrating the individual into this culture” as Alternative Assessment in a Higher School (Matsuo, 2014);

– a means of transition to a new “Image of the World” as Alternative Assessment in a Higher School in the process of mastering a new for a future teacher of the English language or a future philologist language and a new for him/her culture (Mykhalchuk, Bihunova, Fridrikh & Vietrova, 2021).

Summarizing the above, we define **Alternative Assessment in a Higher School as an interactive, socially oriented pedagogical technology that allows you to design the process of educational interaction as a model of the communication process and provides for objective quality control of the achievement of the set didactic goals when solving a practically significant problem, which ends with a real practical result.** The study of the process of forming a teacher’s professional and pedagogical training, the substantiation of its scientific foundations involves studying it in a single system of professional training that combines independent but interdependent types of pedagogical activity.

The second approach in the study of Alternative Assessment in a Higher School treats the category of professional and pedagogical training as a creative and cultural phenomenon, which is the result of the development and education of the individual. Representatives of this direction (Johnson, 1987) consider professional and pedagogical training: as a measure and means of creative self-realization of the teacher’s personality in various types of pedagogical activity and communication, aimed at the assimilation, transfer and creation of pedagogical values and technologies (Deignan, 2005); as the result of mastering by a philologist teacher such socio-cultural values as: personal values of a person who is in constant dialogue with himself, with other people, national culture, cultures of countries whose language is studied; values of pedagogical activity; values of the culture of communication in the state, native, foreign languages; values of the educational environment of the faculty, university, as well as pedagogical practice, where the formation of the future

specialist takes place; values of the culture of the individual (legal, pedagogical, psychological, environmental, economic, aesthetic) (Byram, 2012).

Supporters of **the third approach** of Alternative Assessment in a Higher School (Barsalou, 1999) consider the concept of professional and pedagogical training from the standpoint of the activity approach. In the understanding of this group of scientists, professional and pedagogical training is a set of objectively necessary pedagogical knowledge, knowledge of psychology, professional skills, pedagogical thinking, observation, self-assessment, etc.; a qualitative and effective indicator of the formation of professional pedagogical knowledge, skills of mastering the subject and the ability to implement them in activity.

The most complete interpretation of the professional and pedagogical training of a future teacher-philologist, in our opinion, is outlined by representatives of **the fourth approach** to study Alternative Assessment in a Higher School (Bates, 2003), who interpret this category from the point of view of a systemic approach, which requires considering it as a component of a metasystem, in the role of which the pedagogical system acts. Within the framework of this approach, scientists understand professional and pedagogical training as: a system characterized by the interconnection and interaction of structural and functional components, the totality of which determines the peculiarity, originality, which ensures the formation of the student's personality in accordance with the set goal, such as to reach a qualitatively new level of readiness of the student for professional activity; a subsystem of professional training of a teacher, defining it as: a set of special knowledge, skills and abilities that allow performing work in a certain field of activity; holistic dynamic education, which consists of interrelated components: goals, learning, educational content, learning motives, teachers' and students' activities, technology and learning outcomes (Byram, 2006).

Summing up the above, scientists note the need to consider the process of professional and pedagogical training of a teacher as a holistic phenomenon and emphasize that the professioniogram of a future teacher should include the following components: socio-psychological; personal and ethical-pedagogical qualities;

requirements for psychological and pedagogical training; special and methodological training as specific components that fully reveal the necessary knowledge, skills and abilities. Hence the conclusion: the formation of the professional and pedagogical orientation of a future teacher, including a philologist teacher, means teaching students a specific business, and not sciences in general.

In our opinion, the approach of scientists (Christiansen & Chater, 2015) to the problem of interpreting Alternative Assessment in a Higher School in a paradigm of professional and pedagogical training most fully corresponds to the standard of professional training of a philologist teacher in Ukraine, and is closest to the goals of our study, according to which professional and pedagogical training is considered as a system that combines three subsystems, interconnected in content and method of implementation: theoretical; practical; research.

1. Theoretical training of Alternative Assessment in a Higher School includes courses of introduction to the specialty, pedagogy, psychology, methods of educational work, methods of teaching a special subject, special courses, special seminars.

2. Practical training of Alternative Assessment in a Higher School consists of passing all types of pedagogical practice: educational practice in summer health camps; educational and pedagogical practice (is passive in nature, students are observers of the educational and educational process); pedagogical and production practice (takes place in an active form, during which interns must conduct their own lessons, educational hours and attend the lessons of fellow students with detailed analysis).

3. Research training of Alternative Assessment in a Higher School is carried out with the participation of research laboratories, scientific and methodological seminars, preparation of abstracts and term papers, reports.

Functional analysis of the above approaches of Alternative Assessment in a Higher School allows us to state that professional and pedagogical training consists of the following components: intentional, cognitive, methodological, personal and reflective. The semantic interpretation of each component of

professional and pedagogical training for a philologist teacher requires further detailing. In view of this, we consider it necessary to consider each component in the metasystem of professional and pedagogical training through the prism of theoretical, practical and research training.

However, the study and the analysis of psychological and pedagogical literature and our experience in higher education shows that today universities still train “subject specialists”, not teachers, based on the mistaken belief that the better a specialist knows his subject, the better he teaches it. Thus, within the framework of the “New Generation School” project, which is being implemented in Ukraine jointly with the British Council, in the panel report “Professional development of an English teacher: together with the British Council” with the participation of the regional manager of educational programs Jerry McIntosh, it was noted that out of 7200 hours of teaching load, only 160 are allocated to professional and methodological training of a Bachelor of Philology or a Bachelor of Educational Sciences.

According to the problem of Alternative Assessment in a Higher School we share the opinion of scientists (Croft & Cruse, 2004) that the “Subject Teacher” and the “Teacher Pedagogue” (or Methodologist) are not two spheres of activity, not two separate professions, but an integrative unity, which is the essence of the profession “teacher”. In the scientific works of scientists it is noted that a modern teacher-philologist is a specialist with a high level of general cultural, linguistic, psychological, pedagogical and methodological training, with developed humanistic qualities, skills of information and technological activity, pedagogical reflection.

This is particularly relevant today, as the Council of Europe’s language education policy seeks to promote multilingualism as a means of ensuring peace and stabilizing the development of democracy. While the widespread use of foreign languages indicates the growth of linguistic unity, multilingual education is considered necessary for the preservation of cultural diversity as Alternative Assessment in a Higher School. Harmonious communication and mutual understanding among the nations of Europe require citizens (regardless of their

chosen specialty) to learn at least two foreign languages on a par with their native language.

That is why we see effective professional and pedagogical training of a future teacher of the English language or a future philologist in the unity of a competent subject specialist, a professional researcher and a cultural and linguistic personality, capable of independently working on the study of not only their native but also foreign languages, maintaining and constantly updating their professionally significant knowledge, improving skills, and developing communicative and information culture. Let us dwell in more detail on each of these concepts, taking into account the types of activities we have considered.

The teacher as a subject specialist is more oriented to the material of the subject that he/she teaches and organizes his/her activities precisely within the subjective knowledge. Therefore, the basis of the professional and pedagogical training of the teacher-subject specialist is the formation of subject competence. We understand subject competence as the education and the authority of the teacher in the field of science, the representative of which he is, which is accumulated in this subject and which the student must master. The scientist believes that in the educational process the teacher-subject specialist acts at the reproductive level of activity, that is, in the role of an informant for others.

A new paradigm of education of Alternative Assessment in a Higher School requires qualitatively higher professional training of a “teacher – capable of creative thinking”, a researcher, one who “produces”, capable for self-development and self-education, who has acquired such a quality that he can create his own original models and design ways of developing modern education. The purpose of our study is an attempt to identify the possibilities of teacher training in the conditions of productive (research) education as Alternative Assessment in a Higher School, which is associated with **self-expression, self-realization and self-development of a future specialist**.

Sharing the views of scientists (Deignan, 2005), under the concept of **“Alternative Assessment in a Higher School”** we understand practice-oriented

learning of a future teacher of the English language or a future philologist, which is based on mastering subjective knowledge in the process of practical activity. We believe that such an approach is quite correct and appropriate, since the training of a philologist-researcher is ensured by the fact that the activity of a future teacher is aimed at “discovering for oneself” a new language and culture as Alternative Assessment in a Higher School: new means and ways of expressing concepts, communicative intentions as Alternative Assessment in a Higher School in both the native and foreign languages, new facts of local history, the correlation of new information with the native language, etc. In this regard, the creative, research nature of educational activity is due to the orientation in the study of different languages understanding new cultures as Alternative Assessment in a Higher School, and especially understanding the nature of thinking and actions of other people, the assimilation of the society and the culture through the English language.

That is why we believe that a competent teacher-philologist as a cultural-linguistic personality should know not only his native, but at least two foreign languages, which would contribute to productive communicative integration as Alternative Assessment in a Higher School, because a future teacher of the English language or a future philologist should be able not only to participate in the dialogue of cultures, to be a model of language knowledge, but above all, to be a generator of innovative cultural processes, a recipient of foreign-language cultural impulses and phenomena of Alternative Assessment in a Higher School. A future teacher of the English language or a future philologist as a cultural-linguistic personality, acting as an interpreter of national culture, is also a co-creator of the living process of involvement of his potential students in culture and cultural meaning-making as Alternative Assessment in a Higher School, which is an integral part of any socio-cultural formation and development, an effective catalyst and, at the same time, a stabilizer of the development of human society as a whole.

In our opinion, the idea of *a Plurilingual Approach* is leading in the professional and pedagogical training of a philologist teacher as a cultural-linguistic personality, since it is used to describe general communicative competence and

within its framework there is an interaction of different levels and areas of competence in different languages. The concept of plurilingualism as the basis of the Council of Europe approach to language learning emphasizes the fact that in the process of expanding the individual linguistic experience of an individual in its cultural aspects from the level of everyday speech to the language of the community in a broad sense and further to the languages of other peoples (during studies at school or university or through direct experience of language learning), a future teacher of the English language or a future philologist does not perceive these languages and cultures as clearly delimited mental blocks, but rather forms communicative competence, which is built on all linguistic knowledge and experience, and in which languages are interconnected and interact.

From this perspective, the goal of language learning and Alternative Assessment in a Higher School is to develop the student's linguistic repertoire, which includes all language abilities. It is assumed that the languages offered for study in educational institutions should be diverse, and students should be given more opportunities to develop their plurilingual competence as Alternative Assessment in a Higher School. The above allows us to conclude that due to the specifics of the subject content and communicative orientation of language learning in a plurilingual approach, favorable conditions arise for the formation of a holistic, harmonious cultural-linguistic personality of the future philologist, not detached from the real world, but connected with it by the knowledge of a holistic picture of the world by means of diversifying linguistic experience.

Having analyzed the state of the problem under study in pedagogical theory and practice, it can be argued that the implementation of professional and pedagogical training of a future philologist teacher as a subject specialist, researcher and cultural and linguistic personality will contribute to his readiness to apply Alternative Assessment in a Higher School, the structure, criteria, indicators and levels of which are described in detail in our research.

Conclusions to the first Chapter

We understand **activity** of a future teacher of the English language or a future philologist **as Alternative Assessment in a Higher School** as a complex, multifactorial dynamic process that takes place in constantly changing conditions. This process has the aim for assimilating the experience and culture accumulated by humanity, creating some different conditions for their personal development and preparation for the performance of certain social roles in our Ukrainian modern society.

One of the ways to modernize the content, forms and methods of Alternative Assessment in a Higher School is to introduce *the Activity Approach* as one of the alternative method of transferring ready-made knowledge and emphasize on its passive assimilation. Alternative Assessment in a Higher School will determine the path of the development of the personality of a future teacher of the English language or a future philologist in the learning process, ensuring the organization of the outlined conditions, such as: reorientation of Alternative Assessment in a Higher School from the traditional assimilation and memorization of ready-made forms of knowledge to the process of their productive perception and functioning; formation of the main types of the activity for Alternative Assessment in a Higher School, such as providing at the English lessons Alternative Assessment in a Higher School through communication, cognitive and educational activity; purposeful formation of skills and abilities as mental actions based on their gradual development.

We interpret **communicative activity as Alternative Assessment in a Higher School**, as a process of human activity, directed at another person (at his/her feelings, actions). So, Alternative Assessment in a Higher School is motivated by certain motives (to get to know another person as a Subject, a Person) and it is expressed using various communicative means (words, gestures, facial expressions) to realize a particular communicative need (to come into contact with another

person, to include a partner in one's values). **Communicative activity** is also Alternative Assessment in a Higher School.

In the aspect of professional and pedagogical training, **communicative activity** means a multifaceted process and a result of Alternative Assessment in a Higher School, of establishing and developing contacts between students and the teacher, between the students themselves, which is generated by the needs of educational activity for reaching Alternative Assessment in a Higher School and includes a lively exchange of information, developing a single strategy of interaction, communication, overcoming conflicts, changing positions and making decisions. The key concept that determines the dominant direction of professional training of a future teacher of the English language or a future philologist at the universities in our study is “**Project-Communicative Activity**”.

Since the conception of **Design-Communicative Technology** as Alternative Assessment in a Higher School is basic in our research, we consider it necessary to specify its essence. In order to create a single working definition of this concept and, taking into account the heterogeneity of interpretations of its categories, content analysis of the definitions of **Design-Communicative Technology and Communicative Technology as Alternative Assessment in a Higher School** was used as the main research method, which revealed a variety of approaches in the content consideration of the analyzed concepts and proved the complexity of their formation.

As can be seen from the figure, both Project and Communicative Technologies as Alternative Assessment in a Higher School are interactive and socio-personal, have a creative, research character, aimed at creating an educational product. Let us consider the identified common features in more detail. Scientists note that in project-communicative learning an interactive type of relationship is established, based on polylogy, consisting of a group of dialogues as Alternative Assessment in a Higher School. **Dialogization as Alternative Assessment in a Higher School** appears in several dimensions: teacher -> student (students), student -> information, student -> culture.

Thus, the modern **“Language Image” as Alternative Assessment in a Higher School** of a future teacher of the English language or a future philologist as an object of mastery is considered by scientists as a socio-personal category:

- a means of communication and the implementation of socio-cultural activity as Alternative Assessment in a Higher School as a certain “system of landmarks”, which are necessary for the students’ activity in the objective world;

- a means of interlingual and intercultural communication and interaction, a means of “Dialogue of Cultures as Alternative Assessment in a Higher School” in the conditions of intercultural communication;

- a form of vision of the world as Alternative Assessment in a Higher School, mastery of the world, awareness of the conceptual and linguistic picture of the world as Alternative Assessment in a Higher School;

- a means of knowing the world, understanding the “Image of the World” as Alternative Assessment in a Higher School, interpreting and creating a personal “Picture of the World” as Alternative Assessment in a Higher School;

- a means of socialization of the individual, a means of actualizing “Personal experience” as Alternative Assessment in a Higher School and “a Dialogue with the World” as Alternative Assessment in a Higher School;

- a means of identification of a future teacher of the English language or a future philologist with culture and “integrating the individual into this culture” as Alternative Assessment in a Higher School;

- a means of transition to a new “Image of the World” as Alternative Assessment in a Higher School in the process of mastering a new for a future teacher of the English language or a future philologist language and a new for him/her culture.

So, we define **Alternative Assessment in a Higher School as an interactive, socially oriented pedagogical technology that allows you to design the process of educational interaction as a model of the communication process and provides for objective quality control of the achievement of the set didactic**

goals when solving a practically significant problem, which ends with a real practical result. The study of the process of forming a teacher's professional and pedagogical training, the substantiation of its scientific foundations involves studying it in a single system of professional training that combines independent but interdependent types of pedagogical activity.

There are **three main types of training of Alternative Assessment in a Higher School.**

1. **Theoretical training of Alternative Assessment in a Higher School** includes courses of introduction to the specialty, pedagogy, psychology, methods of educational work, methods of teaching a special subject, special courses, special seminars.

2. **Practical training of Alternative Assessment in a Higher School** consists of passing all types of pedagogical practice: educational practice in summer health camps; educational and pedagogical practice (is passive in nature, students are observers of the educational and educational process); pedagogical and production practice (takes place in an active form, during which interns must conduct their own lessons, educational hours and attend the lessons of fellow students with detailed analysis).

3. **Research training of Alternative Assessment in a Higher School** is carried out with the participation of research laboratories, scientific and methodological seminars, preparation of abstracts and term papers, reports.

Functional analysis of the above approaches of Alternative Assessment in a Higher School allows us to state that professional and pedagogical training consists of the following components: intentional, cognitive, methodological, personal and reflective. The semantic interpretation of each component of professional and pedagogical training for a philologist teacher requires further detailing. In view of this, we consider it necessary to consider each component in the metasystem of professional and pedagogical training through the prism of theoretical, practical and research training.

CHAPTER II.

COMPONENT STRUCTURE OF ALTERNATIVE ASSESSMENT IN A HIGH SCHOOL

2.1. Project-communicative technologies as a way to provide Alternative Assessment in a Higher School in the structure of professional and pedagogical training of a future teacher of the English language or a future philologist

The dictionary of pedagogical terms interprets the concept of structure as a set of components of the pedagogical process for Alternative Assessment in a Higher School, the corresponding components of the pedagogical system, such as: target, content, operational-activity, evaluation-effective (Kramsch, 1993). Accordingly, the pedagogical system as Alternative Assessment in a Higher School is defined as a set of interconnected means, methods and processes necessary to create an organized, purposeful pedagogical influence on the formation of a personality with given qualities.

The above makes it necessary to consider the system of professional and pedagogical training of a future philologist teacher as a subject specialist, researcher and cultural-linguistic personality, which includes three subsystems: theoretical, practical and research training. The implementation of Alternative Assessment in a Higher School as such a training system occurs primarily during the assimilation of the content of pedagogical disciplines. This is facilitated by the reliance on the concept of contextual learning, developed by scientists (Croft, 2009). Within the framework of this concept of Alternative Assessment in a Higher School, three main types of activities of philologist students in universities are distinguished, which are implemented during **theoretical, practical and research training as Alternative Assessment in a Higher School:**

♣ **theoretical training of Alternative Assessment in a Higher School** takes place in various academic forms (lectures, seminars, laboratory and practical classes), with the help of which the context of future professional activity is built;

♣ **practical training of Alternative Assessment in a Higher School**, which means the reproduction in the conditions of an educational institution of elements of pedagogical work during various types of practices, which involves modeling the subject and social content of future pedagogical work, its specific features;

♣ **research training of Alternative Assessment in a Higher School** of students is implemented during the performance of scientific and research work, writing essays, term papers and diploma theses, and involvement in certain types of innovative activities.

Let us consider the features of the professional and pedagogical training of a future teacher-philologist, relying on traditional components, but from the point of view of theoretical, practical and research training. The first component of the theoretical subsystem of the professional and pedagogical training of a teacher-philologist is determined as **Intentional Alternative Assessment in a Higher School**.

The intentional component of Alternative Assessment in a Higher School contains the goal and objectives of training as a prediction of its predicted results in accordance with social needs in a certain field and system of higher professional education, which clearly reflects professional activity. The intentional component of professional and pedagogical training of a philologist teacher is based on the need-motivational sphere, that is, intentions. Considering the intentional component of professional and pedagogical training of a philologist teacher as a subject specialist, researcher and cultural and linguistic personality, we believe that in the specified complex the following aspects of intention should be distinguished: **personal, procedural (strategic) and affective (empathic) components of Alternative Assessment in a Higher School**.

The intention of the teacher as a subject matter expert in the process of educational activity is formed as a result of the development of internal cognitive needs and motives, the activation of external social motives and the convergence of external and internal motivation. From the point of view of external cognitive motives, the basis for the formation of educational and cognitive competence is the orientation of the teacher-specialist to the process and methods of educational activity, which is manifested in interest in active creative work, in the isolation of the method of its implementation, a rational way of solving the educational task, in the pursuit of self-improvement of Alternative Assessment in a Higher School.

The personal aspect of the intentional component of Alternative Assessment in a Higher School of a teacher as a subject is associated with the awareness of oneself as a free, responsible individual who positively assesses one's own abilities, is confident in one's own capabilities and is determined to persevere, overcome difficulties in learning and using languages. At the same time, the personal aspect of the intentional component means the awareness of oneself as a subject of educational activity and is a determining component.

In our research, the personal aspect of intention is determined by the involvement of the future philologist in the process of learning languages that he will teach through Alternative Assessment in a Higher School, personal satisfaction from realizing his capabilities in this area, awareness of personal progress, success, satisfaction with a kind of need to be competent, the need for self-affirmation and self-realization. Orientation to the final product as a motivational factor is associated with self-direction towards constructive, creative language learning, towards creating a personal language product, in contrast to motivation to consume knowledge.

An important quality product of Alternative Assessment in a Higher School in the process of learning any language along with the language product is **effective teaching techniques, strategies, mastering which can be considered as a motivation factor**. In our opinion, the use of Alternative Assessment in a Higher School in the professional and pedagogical training of future philology teachers

creates essential conditions for the formation of personal intention: the opportunity to demonstrate cognitive independence and initiative; the presence of a problem situation that requires a solution using new knowledge or the application of already obtained knowledge in a new situation; a variety of methods of working with project materials; creativity and authorship in presenting **the project product** of Alternative Assessment in a Higher School.

The procedural (strategic) aspect of Alternative Assessment in a Higher School of the intention component in the training of a future teacher of the English language or a future philologist as a researcher involves the choice of strategies and methods for mastering the language and culture being studied. It is this indicator of motivation that distinguishes a teacher-researcher from an ordinary “teacher-instructor” and is focused on the final result of mastering the language for solving specific pragmatic tasks. A characteristic feature of the procedural aspect of intention in the training of a philologist-researcher is a wide range of language and speech practice of Alternative Assessment in a Higher School, mainly in the conditions of independent communicative and educational and research activities, as well as experience in intercultural communication, going beyond the boundaries of the educational situation. The strategic aspect of intention of Alternative Assessment in a Higher School for mastering the language and culture involves the formation of special educational strategies and the possibility of transferring general linguistic and general communicative methods from the native language to a foreign language and vice versa. From a motivational perspective, it is important that this process is not imposed on a future teacher of the English language or a future philologist, is not set from the outside, but becomes the result of involvement in creating one’s own educational product through the use of Alternative Assessment in a Higher School.

In the context of a personally oriented paradigm of learning of Alternative Assessment in a Higher School, the affective (empathic) aspect of the intentional component acquires significant importance in the training of a future teacher of the English language or a future philologist as a cultural-linguistic personality, which is

expressed in the attitude of the cultural-linguistic personality to the language being studied, culture and the peculiarities of social norms of behavior of a future teacher of the English language or a future philologist, which is manifested primarily in interest, in the desire to know and identify oneself with a certain socio-cultural community. The actualization of **the affective aspect of intention of Alternative Assessment in a Higher School** can be considered as a condition and result of the formation of stable needs for language learning. It is “turned on” in the process of analyzing the experience of intercultural communication, learning and using the language, which allows the student to determine his place and identify himself with his native language and culture, on the one hand, and to realize the diversity of languages and cultures, on the other.

The unity of the personal, **procedural and affective aspects of intention of Alternative Assessment in a Higher School** provides a stable motivation for learning any language, the development of the creative potential of the philologist or a teacher of the English language (see Fig. 2.1).

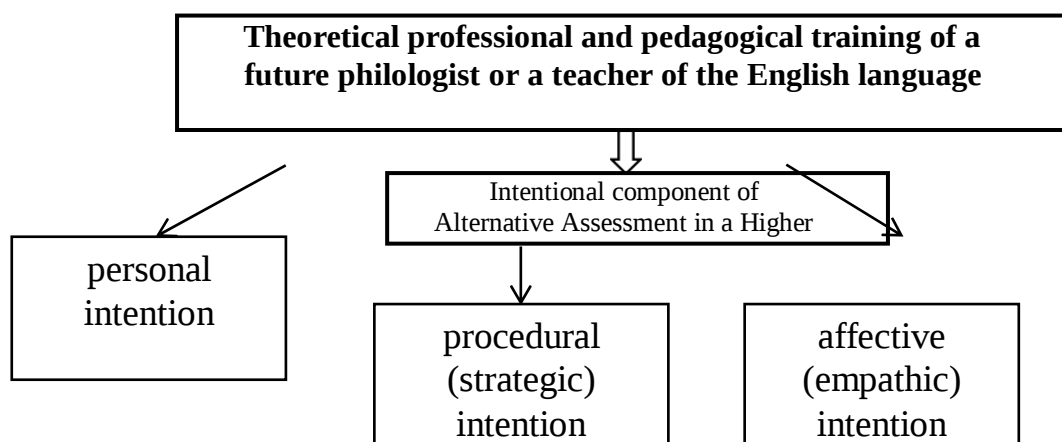


Fig. 2.1. **The content of the intentional component of Alternative Assessment in a Higher School in the paradigm of theoretical professional and pedagogical training of a future philologist or a teacher of the English language**

The next component in the structure of Alternative Assessment in a Higher School in the paradigm of the professional and pedagogical training of a future teacher of the English language or a future philologist is a **Cognitive component**.

A cognitive component in the training of a future teacher of the English language or a future philologist as a specialist reflects the system of professional knowledge, which is necessary for effective professional activity. By “professional” we mean the knowledge that a teacher needs for the productive performance of providing professional activity.

The level of the development of a Cognitive component of Alternative Assessment in a Higher School is determined by the completeness, depth and systematicity of professionally significant knowledge of a new generation of future teachers of the English language or future philologists in their subjective area. Thus, in Resolution No. 1 of the Council of Europe “On the new tasks of teachers and their training” (Hampe & Grady, 2005) it is noted that professional training of future teachers of the English language or future philologists should provide a certain minimum of knowledge of the relevant results and methods of scientific researches in Pedagogy, English Language Methodology, as well as in such areas as leadership and mentoring, intercultural education, new technologies, special education, human rights and democratic citizenship, knowledge about Europe and the world, and education on health and safety issues.

The basis of the professional and pedagogical training of a future teacher of the English language or a future philologist is the mastery of subjective personal knowledge, which are necessary and important for the implementation of professional activities, such as: theoretical and methodological knowledge in the field of humanitarian, worldview, Professional Sciences, Pedagogy, English Language Methodology, the optimal volume of ideas, values and concepts, universal methods of cognition and practical activity.

In addition to professional knowledge of Alternative Assessment in a Higher School, the cognitive component of Alternative Assessment in a Higher School in the paradigm of the professional and pedagogical training of a future teacher of the English language or a future philologist as a subjective specialist is based on interdisciplinary experience. By Alternative Assessment in a Higher School we understand the set of practically acquired knowledge obtained by establishing

relationships between educational subjects, the implementation of which contributes to the improvement of the specialist's training and the formation of comprehensive knowledge about the phenomena and facts of a reality. Interdisciplinary experience of Alternative Assessment in a Higher School has the aim at restructuring the structure and content of scientific knowledge, establishing such connections between educational disciplines that allow a future teacher of the English language or a future philologist to form a holistic idea of pedagogical activity and increase the degree of application of knowledge, its active use in practical activities at the lessons of the English language.

2.2. Content-based learning of Alternative Assessment in a Higher School

The acquisition of interdisciplinary experience by a future teacher of the English language or a future philologist is the most effective through Content-based learning of Alternative Assessment in a Higher School (Langacker, 2008), where language acquisition and communication are a by-product of the explicit acquisition of a specific subject content through the medium of this English language. In language teaching methodologies, this approach of Alternative Assessment in a Higher School is referred to a broader category of so-called experiential learning (Krzeszowski, 1993), such as learning through the experience of practical activity carried out through the medium of the English language.

Mastering language experience of Alternative Assessment in a Higher School by a future teacher of the English language or a future philologist involves the following aspects:

- ♣ Awareness of foreign and native languages in comparison (its communicative nature, system and features of functioning as a means of communication). This aspect of mastering language experience of Alternative Assessment in a Higher School is associated with the construction by a future teacher of the English language or a future philologist as a personal language system, which

should be the basis for its competent use of Alternative Assessment in a Higher School. This means the conscious focus of the student's attention on language as a system of rules and norms and on communication as a process of creating meanings in comparison with the native language.

Scientists (Croft & Cruse, 2004), emphasizing the general educational importance of studying native and foreign languages, notes that students learn to observe the word, and through it the thought itself, study native and foreign languages create a closely related pair of subjects, and are the philological basis of learning.

♣ Awareness of Alternative Assessment in a Higher School of the features of a foreign language culture, their correlation with the native culture and awareness of language as a means of mastering culture and intercultural interaction of a future teacher of the English language or a future philologist. The second aspect of mastering language experience involves a focus on the interpretation and construction by the student of a certain system of means that reflect the elements of linguoculture (linguocultural concepts, facts, events). Scientists (Krzeszowski, 1993) rightly note, that conscious penetration into culture by means of the language being studied, comparison of linguocultural elements inevitably leads to a third culture – metaculture of Alternative Assessment in a Higher School.

Awareness of the patterns of language acquisition of Alternative Assessment in a Higher School and learning methods and awareness of oneself as a subject of the activity of “learning a language”.

The third aspect of mastering language experience of Alternative Assessment in a Higher School involves the reflection of a future teacher of the English language or a future philologist on the process of language acquisition, as a result of which language learning becomes not only linguistic, linguocultural and communicative, but also an educational experience, which is expressed in mastering the methodology of language learning.

Thus, the cognitive component of Alternative Assessment in a Higher School in the training of a future teacher of the English language or a future philologist as a cultural-linguistic personality is manifested in the mastery by students of the relevant knowledge and methods of studying the English language and the English culture, which help us to understand the picture of the world of a foreign speaker, which is effectively formed by means of Alternative Assessment in a Higher School.

Thus, the cognitive component of Alternative Assessment in a Higher School of the theoretical training of a future teacher of the English language or a future philologist, due to its communicative and culturally appropriate nature, reflects the existing linguistic and educational experience, as well as the level of relevant knowledge and methods of communicative and educational activity of Alternative Assessment in a Higher School. Let us present the above sense schematically (see Fig. 2.2).

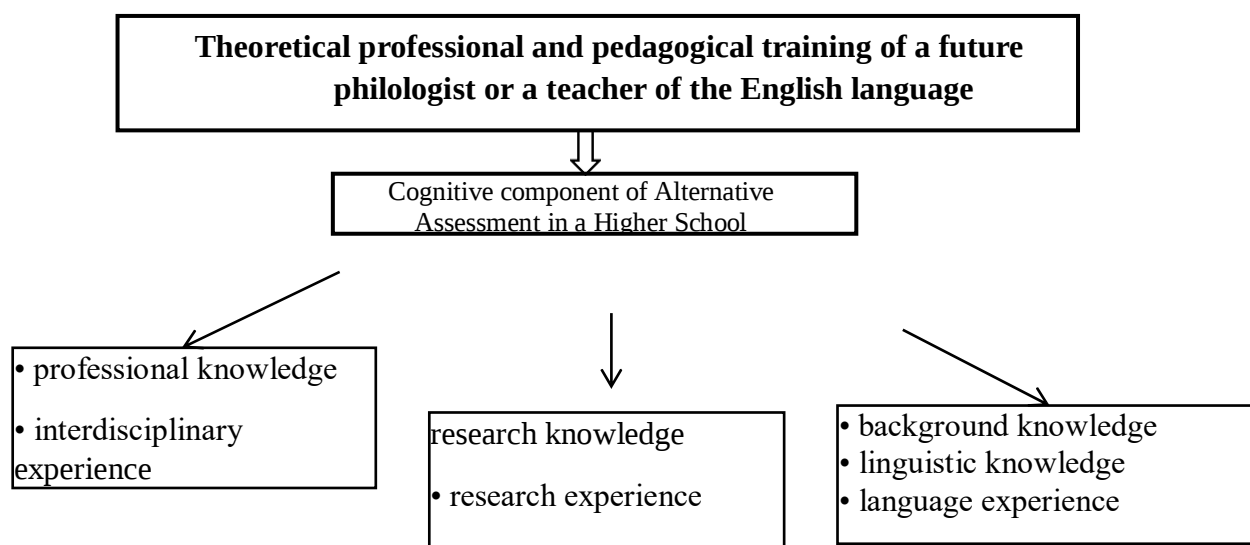


Fig. 2.2. The content of the cognitive component of Alternative Assessment in a Higher School of the theoretical professional and pedagogical training of a future teacher of the English language or a future philologist

In the context of personally oriented training of Alternative Assessment in a Higher School a future teacher of the English language or a future philologist as a

creative, initiative specialist, his practical activity becomes a priority. Practical professional and pedagogical training of Alternative Assessment in a Higher School of a future teacher of the English language or a future philologist is defined by us as a process and result of individual self-realization of the personality during his educational activity. This is an educational process, which has the aim at the global development of a personality capable of assimilating a single socio-cultural picture of the world, at the increase of knowledge, abilities, experience during the creation of **personal educational products, research, works, projects, at constant cognition, the desire to determine the essence of any phenomenon, the search for the best means of solving professional problems, constant experimentation, self-analysis and self-assessment**. All these methods are Alternative Assessment in a Higher School. It is the practical nature of professional training that accustoms a future teacher of the English language or a future philologist to independence, educates self-demandingness, develops the ability to analyze and synthesize processes and phenomena in the philological paradigm in our Ukrainian society.

We organized our empirical research in Rivne Specialized School of I-III Degrees “Center of Hope” named after Nadiya Marynovych. The procedure of our experimental study of Alternative Assessment in a Higher School were according to **personal educational products, research, works, projects, at constant cognition, the desire to determine the essence of any phenomenon, the search for the best means of solving professional problems, constant experimentation, self-analysis and self-assessment**. We have proven that the basis of productive practical activity is the methodological competence of a future teacher of the English language or a future philologist, which we identified as special tool in the professional activity of a teacher. Scientists characterize methodological competence as the position “I am a teacher”, that is, I teach, explain, convey, convince, etc. and reveal the content of methodological competence as a set of methodological skills and professionally significant personal qualities necessary for the high-quality performance of professional and pedagogical activity of a future teacher of the English language or a future philologist as Alternative Assessment in a Higher School.

Sharing the opinion of scientists (Matsuo, 2014) that “skill is knowledge in action”, as part of the first component of practical training – **methodological one of Alternative Assessment in a Higher School**, we single out the professional and methodological skills of a philologist teacher to teach their potential students. In the context of defining skills as a set of knowledge in action of Alternative Assessment in a Higher School, we rely on the characteristic features of skills as a process defined by us: **awareness of the implementation of actions; unity of intellectual, perceptual and practical actions; non-stereotypical, creative application of knowledge; generalization. All these are methods of Alternative Assessment in a Higher School.**

A future teacher of the English language or a future philologist who seeks to teach pupils native or foreign language communication must himself master the complex of necessary skills as Alternative Assessment in a Higher School. Within the paradigm of our research on the issue of the formation of professional skills of a future teacher of the English language or a future philologist, we share the opinion of a scientist (Millikan, 2000), who in professional and pedagogical activity distinguishes five groups of general professional skills: gnostic, design, constructive, organizational, communicative ones. These skills are some special tools of Alternative Assessment in a Higher School.

We believe that this approach of Alternative Assessment in a Higher School of the scientist is productive, and therefore we highlight the mentioned skills as part of the methodological component of practical training of a future teacher of the English language or a future philologist, researcher and cultural and linguistic personality, which together form the basis, the core of the professional culture of a philologist specialist. The professional skills defined by a scientist (Ritchie, 2004) are interpreted by us within the methodological component of practical training of a philologist teacher as a subject specialist, researcher and cultural and linguistic personality.

Gnostic skills of Alternative Assessment in a Higher School is a group of skills related to the sphere of management and knowledge of a future teacher of the

English language or a future philologist: knowledge of their subject, means of pedagogical communication, psychological characteristics of students' personalities, etc. These all factors include: the ability to pedagogically analyze the process and results of their own project activities; the ability to gain new knowledge from researching their own activities; to work independently with various sources of information; to realize and develop their search abilities; to see cause-and-effect relationships between tasks, goals, means, methods; to study, analyze communicative activities and generalize and implement advanced socio-cultural experience, etc.

Communicative skills of Alternative Assessment in a Higher School is in the paradigm of the ability to create communicative interaction between students and the teacher depending on the goals, forms of organization of the process of studying and research methods; establish friendly, trusting relationships with students, motivate participants in the pedagogical process to research; model verbal and non-verbal communicative behavior, apply pedagogical techniques of influence: understand the position of another, show interest in the individual, create trusting relationships, tolerance for another person, his/her culture.

Organizational skills of Alternative Assessment in a Higher School is the ability to organize group and individual activity of students taking into account research tasks; manage the mental state of students during research activities; diagnose cognitive abilities and the results of cognitive activity, evaluate the results of project work, compliance of the achieved level with the normative one; organize the assimilation of language and speech material in accordance with program requirements and potential capabilities of students, correct their speech activity.

Design skills of Alternative Assessment in a Higher School is the ability to carry out prospective planning of strategic, tactical and operational research tasks and methods of solution; foresee possible options for solving a system of pedagogical tasks; determine the goals and results that need to be achieved by the end of the research; design the content of the educational subject and one's own pedagogical activity; plan and foresee possible difficulties for students in the process

of mastering language and speech material when using Alternative Assessment in a Higher School, find methods and methodological techniques for overcoming them.

Constructive skills of Alternative Assessment in a Higher School is the ability to select research material and compositionally structure the content of educational information; select forms of organization, methods and means of teaching; construct new pedagogical of Alternative Assessment in a Higher School, monitor students' of Alternative Assessment in a Higher School and research activities; select and develop the composition of the linguistic and speech content of of Alternative Assessment in a Higher School: determine key concepts and patterns in it, find the correct ratio of factual and theoretical material.

The above-mentioned professional and pedagogical skills of Alternative Assessment in a Higher School are considered by us as an integral set, since in the conditions of project-communicative activity, not only one type of skills is formed, but on the basis of the principle of integration, their interdependence, mutual influence, and mutual enrichment are established Alternative Assessment in a Higher School. This, ultimately, ensures the achievement of consistency of a single professional orientation and mutual strengthening of the components of the professional and pedagogical training of a future teacher of the English language or a future philologist.

The formation of communicative skills as part of the methodological component of Alternative Assessment in a Higher School is especially important in the practical professional and pedagogical training of a philologist teacher and takes place in the process of applying Alternative Assessment in a Higher School, which in turn involves establishing and maintaining contacts, communication between project team members, communication with the teacher and consultants at all stages of work on **the project as a basic method of Alternative Assessment in a Higher School**.

However, a future teacher of the English language or a future philologist, having been in the role of a cultural-linguistic personality capable of a dialogue of cultures, must possess skills that allow him to interpret the values, beliefs,

convictions, views, and behavior of “his/her own” and “others’,” to “be a bridge” between different languages and cultures. Sharing the opinion of scientists (Strugielska & Piatkowska, 2017), as **a part of communicative skills of Alternative Assessment in a Higher School** we distinguish such intercultural skills of a cultural-linguistic personality, as: the ability to interpret cultural values; to overcome the boundaries that separate cultures; to see in others what makes us different and what unites us; to observe events and their participants from the perspective of another culture and to understand the internal hidden springs of events and actions; to change self-esteem as a result of understanding **another culture as a mean of Alternative Assessment in a Higher School** and abandoning **stereotypes or illusory ideas of Alternative Assessment in a Higher School**, to be ready to change oneself; to see details that are important for understanding the essence of **a phenomenon, culture as the means of Alternative Assessment in a Higher School**; see the constant and the variable in **culture, traditions and innovations in different spheres of life as means of Alternative Assessment in a Higher School**; understand **the humor of another culture as a mean of Alternative Assessment in a Higher School**; based on etymology, see the relationships between words and their meanings as **a method of Alternative Assessment in a Higher School**; systematize and summarize **one’s own experience in intercultural dialogue of Alternative Assessment in a Higher School of a future teacher of the English language or a future philologist**.

A future teacher of the English language or a future philologist as a cultural and linguistic personality must also possess a high communicative culture of Alternative Assessment in a Higher School, which implies the ability to use verbal and non-verbal communicative behavior of Alternative Assessment in a Higher School; start (end) a conversation with students in accordance with cultural norms of Alternative Assessment in a Higher School; develop socio-cultural associative thinking in communication conditions of Alternative Assessment in a Higher School; convincingly and accessibly convey to students the content of socio-cultural phenomena of Alternative Assessment in a Higher School; overcome

difficulties that arise in the process of communicative communication as a mean of Alternative Assessment in a Higher School; create an atmosphere of Alternative Assessment in a Higher School at the lesson that would contribute to the formation of communicative communication skills as the means of Alternative Assessment in a Higher School; establish personal and business interaction at the lessons of the English language.

Conclusions to the second Chapter

Within the framework of this concept of Alternative Assessment in a Higher School, three main types of activities of philologist students in universities are distinguished, which are implemented during **theoretical, practical and research training as Alternative Assessment in a Higher School**:

- ♣ **theoretical training of Alternative Assessment in a Higher School** takes place in various academic forms (lectures, seminars, laboratory and practical classes), with the help of which the context of future professional activity is built;

- ♣ **practical training of Alternative Assessment in a Higher School**, which means the reproduction in the conditions of an educational institution of elements of pedagogical work during various types of practices, which involves modeling the subject and social content of future pedagogical work, its specific features;

- ♣ **research training of Alternative Assessment in a Higher School** of students is implemented during the performance of scientific and research work, writing essays, term papers and diploma theses, and involvement in certain types of innovative activities.

Let us consider the features of the professional and pedagogical training of a future teacher-philologist, relying on traditional components, but from the point of view of theoretical, practical and research training. The first component of the theoretical subsystem of the professional and pedagogical training of a teacher-

philologist is determined as **Intentional Alternative Assessment in a Higher School**.

The intentional component of Alternative Assessment in a Higher School contains the goal and objectives of training as a prediction of its predicted results in accordance with social needs in a certain field and system of higher professional education, which clearly reflects professional activity. The intentional component of professional and pedagogical training of a philologist teacher is based on the need-motivational sphere, that is, intentions. Considering the intentional component of professional and pedagogical training of a philologist teacher as a subject specialist, researcher and cultural and linguistic personality, we share the opinion of N. F. Koryakovtseva and believe that in the specified complex the following aspects of intention should be distinguished: **personal, procedural (strategic) and affective (empathic) components of Alternative Assessment in a Higher School**.

The personal aspect of the intentional component of Alternative Assessment in a Higher School of a teacher as a subject is associated with the awareness of oneself as a free, responsible individual who positively assesses one's own abilities, is confident in one's own capabilities and is determined to persevere, overcome difficulties in learning and using languages. At the same time, the personal aspect of the intentional component means the awareness of oneself as a subject of educational activity and is a determining component.

An important quality product of Alternative Assessment in a Higher School in the process of learning any language along with the language product is **effective teaching techniques, strategies, mastering which can be considered as a motivation factor**. In our opinion, the use of Alternative Assessment in a Higher School in the professional and pedagogical training of future philology teachers creates essential conditions for the formation of personal intention: the opportunity to demonstrate cognitive independence and initiative; the presence of a problem situation that requires a solution using new knowledge or the application of already obtained knowledge in a new situation; a variety of methods of working with project

materials; creativity and authorship in presenting **the project product** of Alternative Assessment in a Higher School.

The procedural (strategic) aspect of Alternative Assessment in a Higher School of the intention component in the training of a future teacher of the English language or a future philologist as a researcher involves the choice of strategies and methods for mastering the language and culture being studied. It is this indicator of motivation that distinguishes a teacher-researcher from an ordinary “teacher-instructor” and is focused on the final result of mastering the language for solving specific pragmatic tasks. A characteristic feature of the procedural aspect of intention in the training of a philologist-researcher is a wide range of language and speech practice of Alternative Assessment in a Higher School, mainly in the conditions of independent communicative and educational and research activities, as well as experience in intercultural communication, going beyond the boundaries of the educational situation. The strategic aspect of intention of Alternative Assessment in a Higher School for mastering the language and culture involves the formation of special educational strategies and the possibility of transferring general linguistic and general communicative methods from the native language to a foreign language and vice versa. From a motivational perspective, it is important that this process is not imposed on a future teacher of the English language or a future philologist, is not set from the outside, but becomes the result of involvement in creating one’s own educational product through the use of Alternative Assessment in a Higher School.

In the context of a personally oriented paradigm of learning of Alternative Assessment in a Higher School, the affective (empathic) aspect of the intentional component acquires significant importance in the training of a future teacher of the English language or a future philologist as a cultural-linguistic personality, which is expressed in the attitude of the cultural-linguistic personality to the language being studied, culture and the peculiarities of social norms of behavior of a future teacher of the English language or a future philologist, which is manifested primarily in interest, in the desire to know and identify oneself with a certain socio-cultural

community. The actualization of **the affective aspect of intention of Alternative Assessment in a Higher School** can be considered as a condition and result of the formation of stable needs for language learning. It is “turned on” in the process of analyzing the experience of intercultural communication, learning and using the language, which allows the student to determine his place and identify himself with his native language and culture, on the one hand, and to realize the diversity of languages and cultures, on the other.

This is an educational process, which has the aim at the global development of a personality capable of assimilating a single socio-cultural picture of the world, at the increase of knowledge, abilities, experience during the creation of **personal educational products, research, works, projects, at constant cognition, the desire to determine the essence of any phenomenon, the search for the best means of solving professional problems, constant experimentation, self-analysis and self-assessment**. All these methods are Alternative Assessment in a Higher School. It is the practical nature of professional training that accustoms a future teacher of the English language or a future philologist to independence, educates self-demandingness, develops the ability to analyze and synthesize processes and phenomena in the philological paradigm in our Ukrainian society.

We organized our empirical research in Rivne Specialized School of I-III Degrees “Center of Hope” named after Nadiya Marynovych. The procedure of our experimental study of Alternative Assessment in a Higher School were according to **personal educational products, research, works, projects, at constant cognition, the desire to determine the essence of any phenomenon, the search for the best means of solving professional problems, constant experimentation, self-analysis and self-assessment**. We rely on the characteristic features of skills as a process defined by us: **awareness of the implementation of actions; unity of intellectual, perceptual and practical actions; non-stereotypical, creative application of knowledge; generalization**. All these are methods of Alternative Assessment in a Higher School.

As a part of communicative skills of **Alternative Assessment in a Higher School** we distinguish such intercultural skills of a cultural-linguistic personality, as: the ability to interpret cultural values; to overcome the boundaries that separate cultures; to see in others what makes us different and what unites us; to observe events and their participants from the perspective of another culture and to understand the internal hidden springs of events and actions; to change self-esteem as a result of understanding **another culture as a mean of Alternative Assessment in a Higher School** and abandoning **stereotypes or illusory ideas of Alternative Assessment in a Higher School**, to be ready to change oneself; to see details that are important for understanding the essence of **a phenomenon, culture as the means of Alternative Assessment in a Higher School**; see the constant and the variable in **culture, traditions and innovations in different spheres of life as means of Alternative Assessment in a Higher School**; understand **the humor of another culture as a mean of Alternative Assessment in a Higher School**; based on etymology, see the relationships between words and their meanings as **a method of Alternative Assessment in a Higher School**; systematize and summarize **one's own experience in intercultural dialogue of Alternative Assessment in a Higher School of a future teacher of the English language or a future philologist**.

CONCLUSIONS

In our research we've done the following *conclusions*:

I. We interpret **communicative activity as Alternative Assessment in a Higher School**, as a process of human activity, directed at another person (at his/her feelings, actions). So, Alternative Assessment in a Higher School is motivated by certain motives (to get to know another person as a Subject, a Person) and it is expressed using various communicative means (words, gestures, facial expressions) to realize a particular communicative need (to come into contact with another person, to include a partner in one's values). *Communicative activity* is also Alternative Assessment in a Higher School.

II. We came to the conclusion that its multifacetedness and multifunctionality allow Alternative Assessment in a Higher School to be effectively used in professional and pedagogical training at three hierarchically subordinate *levels of Alternative Assessment in a Higher School*:

1. **General pedagogical level**: General Didactic, General Educational Technology represents a holistic educational process in a certain region, primary school, at a certain level of education as Alternative Assessment in a Higher School. In this form, Pedagogical Technology is identical to the pedagogical system, since it contains a set of goals, content, means and methods of teaching (education), an algorithm for the activities of subjects and objects of the educational process.

2. **Subject-methodical level**: Pedagogical Technology is used as a separate Methodology, that is, as a set of methods and means for implementing a certain content of teaching and education within the paradigm of one profile, subject, group, class.

3. **Local (modular) level**: Pedagogical Technology is implemented as a technology of individual parts of the educational process, solving individual didactic and educational tasks as Alternative Assessment in a Higher School (Technology of individual types of the activity as the formation of concepts as Alternative

Assessment in a Higher School, the upbringing of individual personal qualities, technology of the lesson, the acquisition of new knowledge, technologies of repeating material, technology of independent activity as Alternative Assessment in a Higher School).

III. Since the conception of ***Design-Communicative Technology*** as Alternative Assessment in a Higher School is basic in our research, we consider it necessary to specify its essence. In order to create a single working definition of this concept and, taking into account the heterogeneity of interpretations of its categories, content analysis of the definitions of ***Design-Communicative Technology and Communicative Technology as Alternative Assessment in a Higher School*** was used as the main research method, which revealed a variety of approaches in the content consideration of the analyzed concepts and proved the complexity of their formation.

IV. As can be seen from the figure, both Project and Communicative Technologies as Alternative Assessment in a Higher School are interactive and socio-personal, have a creative, research character, aimed at creating an educational product. Let us consider the identified common features in more detail. Scientists note that in project-communicative learning an interactive type of relationship is established, based on polylogy, consisting of a group of dialogues as Alternative Assessment in a Higher School. **Dialogization as Alternative Assessment in a Higher School** appears in several dimensions: teacher -> student (students), student -> information, student -> culture.

V. The modern “**Language Image**” as Alternative Assessment in a Higher School of a future teacher of the English language or a future philologist as an object of mastery is considered by scientists as a socio-personal category:

– a means of communication and the implementation of socio-cultural activity as Alternative Assessment in a Higher School as a certain “system of landmarks”, which are necessary for the students’ activity in the objective world;

– a means of interlingual and intercultural communication and interaction, a means of “Dialogue of Cultures as Alternative Assessment in a Higher School” in the conditions of intercultural communication;

– a form of vision of the world as Alternative Assessment in a Higher School, mastery of the world, awareness of the conceptual and linguistic picture of the world as Alternative Assessment in a Higher School;

– a means of knowing the world, understanding the “Image of the World” as Alternative Assessment in a Higher School, interpreting and creating a personal “Picture of the World” as Alternative Assessment in a Higher School;

– a means of socialization of the individual, a means of actualizing “Personal experience” as Alternative Assessment in a Higher School and “a Dialogue with the World” as Alternative Assessment in a Higher School;

– a means of identification of a future teacher of the English language or a future philologist with culture and “integrating the individual into this culture” as Alternative Assessment in a Higher School;

– a means of transition to a new “Image of the World” as Alternative Assessment in a Higher School in the process of mastering a new for a future teacher of the English language or a future philologist language and a new for him/her culture.

VI. So, we define **Alternative Assessment in a Higher School as an interactive, socially oriented pedagogical technology that allows you to design the process of educational interaction as a model of the communication process and provides for objective quality control of the achievement of the set didactic goals when solving a practically significant problem, which ends with a real practical result.** The study of the process of forming a teacher’s professional and pedagogical training, the substantiation of its scientific foundations involves studying it in a single system of professional training that combines independent but interdependent types of pedagogical activity.

VII. There are **three main types of training of Alternative Assessment in a Higher School**.

1. **Theoretical training of Alternative Assessment in a Higher School** includes courses of introduction to the specialty, pedagogy, psychology, methods of educational work, methods of teaching a special subject, special courses, special seminars.

2. **Practical training of Alternative Assessment in a Higher School** consists of passing all types of pedagogical practice: educational practice in summer health camps; educational and pedagogical practice (is passive in nature, students are observers of the educational and educational process); pedagogical and production practice (takes place in an active form, during which interns must conduct their own lessons, educational hours and attend the lessons of fellow students with detailed analysis).

3. **Research training of Alternative Assessment in a Higher School** is carried out with the participation of research laboratories, scientific and methodological seminars, preparation of abstracts and term papers, reports.

VIII. Within the framework of this concept of Alternative Assessment in a Higher School, three main types of activities of philologist students in universities are distinguished, which are implemented during **theoretical, practical and research training as Alternative Assessment in a Higher School**:

♣ **theoretical training of Alternative Assessment in a Higher School** takes place in various academic forms (lectures, seminars, laboratory and practical classes), with the help of which the context of future professional activity is built;

♣ **practical training of Alternative Assessment in a Higher School**, which means the reproduction in the conditions of an educational institution of elements of pedagogical work during various types of practices, which involves modeling the subject and social content of future pedagogical work, its specific features;

♣ **research training of Alternative Assessment in a Higher School** of students is implemented during the performance of scientific and research work,

writing essays, term papers and diploma theses, and involvement in certain types of innovative activities.

IX. We proposed **components of Alternative Assessment in a Higher School and** we showed their structure: the intentional component of Alternative Assessment in a Higher School; the personal aspect of the intentional component of Alternative Assessment in a Higher School; the procedural (strategic) aspect of Alternative Assessment in a Higher School.

X. **The intentional component of Alternative Assessment in a Higher School** contains the goal and objectives of training as a prediction of its predicted results in accordance with social needs in a certain field and system of higher professional education, which clearly reflects professional activity. The intentional component of professional and pedagogical training of a philologist teacher is based on the need-motivational sphere, that is, intentions. Considering the intentional component of professional and pedagogical training of a philologist teacher as a subject specialist, researcher and cultural and linguistic personality, we believe that in the specified complex the following aspects of intention should be distinguished: **personal, procedural (strategic) and affective (empathic) components of Alternative Assessment in a Higher School.**

XI. **The personal aspect of the intentional component of Alternative Assessment in a Higher School** of a teacher as a subject is associated with the awareness of oneself as a free, responsible individual who positively assesses one's own abilities, is confident in one's own capabilities and is determined to persevere, overcome difficulties in learning and using languages. At the same time, the personal aspect of the intentional component means the awareness of oneself as a subject of educational activity and is a determining component.

XII. An important quality product of Alternative Assessment in a Higher School in the process of learning any language along with the language product is **effective teaching techniques, strategies, mastering which can be considered as a motivation factor.** In our opinion, the use of Alternative Assessment in a Higher School in the professional and pedagogical training of future philology teachers

creates essential conditions for the formation of personal intention: the opportunity to demonstrate cognitive independence and initiative; the presence of a problem situation that requires a solution using new knowledge or the application of already obtained knowledge in a new situation; a variety of methods of working with project materials; creativity and authorship in presenting **the project product** of Alternative Assessment in a Higher School.

XIII. The procedural (strategic) aspect of Alternative Assessment in a Higher School of the intention component in the training of a future teacher of the English language or a future philologist as a researcher involves the choice of strategies and methods for mastering the language and culture being studied. It is this indicator of motivation that distinguishes a teacher-researcher from an ordinary “teacher-instructor” and is focused on the final result of mastering the language for solving specific pragmatic tasks. A characteristic feature of the procedural aspect of intention in the training of a philologist-researcher is a wide range of language and speech practice of Alternative Assessment in a Higher School, mainly in the conditions of independent communicative and educational and research activities, as well as experience in intercultural communication, going beyond the boundaries of the educational situation. The strategic aspect of intention of Alternative Assessment in a Higher School for mastering the language and culture involves the formation of special educational strategies and the possibility of transferring general linguistic and general communicative methods from the native language to a foreign language and vice versa. From a motivational perspective, it is important that this process is not imposed on a future teacher of the English language or a future philologist, is not set from the outside, but becomes the result of involvement in creating one’s own educational product through the use of Alternative Assessment in a Higher School.

XIV. The actualization of the affective aspect of intention of Alternative Assessment in a Higher School can be considered as a condition and result of the formation of stable needs for language learning. It is “turned on” in the process of analyzing the experience of intercultural communication, learning and using the

language, which allows the student to determine his place and identify himself with his native language and culture, on the one hand, and to realize the diversity of languages and cultures, on the other.

XV. This is an educational process, which has the aim at the global development of a personality capable of assimilating a single socio-cultural picture of the world, at the increase of knowledge, abilities, experience during the creation of **personal educational products, research, works, projects, at constant cognition, the desire to determine the essence of any phenomenon, the search for the best means of solving professional problems, constant experimentation, self-analysis and self-assessment**. All these methods are Alternative Assessment in a Higher School. It is the practical nature of professional training that accustoms a future teacher of the English language or a future philologist to independence, educates self-demandingness, develops the ability to analyze and synthesize processes and phenomena in the philological paradigm in our Ukrainian society.

XVI. We organized our empirical research in Rivne Specialized School of I-III Degrees “Center of Hope” named after Nadiya Marynovych. The procedure of our experimental study of Alternative Assessment in a Higher School were according to **personal educational products, research, works, projects, at constant cognition, the desire to determine the essence of any phenomenon, the search for the best means of solving professional problems, constant experimentation, self-analysis and self-assessment**. We rely on the characteristic features of skills as a process defined by us: **awareness of the implementation of actions; unity of intellectual, perceptual and practical actions; non-stereotypical, creative application of knowledge; generalization**. All these are **methods of Alternative Assessment in a Higher School**.

XVII. As a **part of communicative skills of Alternative Assessment in a Higher School** we distinguish such intercultural skills of a cultural-linguistic personality, as: the ability to interpret cultural values; to overcome the boundaries that separate cultures; to see in others what makes us different and what unites us; to observe events and their participants from the perspective of another culture and

to understand the internal hidden springs of events and actions; to change self-esteem as a result of understanding **another culture as a mean of Alternative Assessment in a Higher School** and abandoning **stereotypes or illusory ideas of Alternative Assessment in a Higher School**, to be ready to change oneself; to see details that are important for understanding the essence of **a phenomenon, culture as the means of Alternative Assessment in a Higher School**; see the constant and the variable in **culture, traditions and innovations in different spheres of life as means of Alternative Assessment in a Higher School**; understand **the humor of another culture as a mean of Alternative Assessment in a Higher School**; based on etymology, see the relationships between words and their meanings as **a method of Alternative Assessment in a Higher School**; systematize and summarize **one's own experience in intercultural dialogue of Alternative Assessment in a Higher School of a future teacher of the English language or a future philologist**.

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APPENDIX

MY TEACHING PRACTICE. PORTFOLIO

CLASS PROFILE TEMPLATE

School: Rivne Lyceum "Center of Hope" named after Nadiya Marynovych

Teacher Anastasia Tkatchuk

Class: 6-B

Number of children: Boys: 5, Girls: 10

Age of children: 12 years old

When did they start learning English? From 1st grade

Level: A2

Number of English lessons per week: 4

Number of teachers they have had so far: 2

Coursebook: Wider World 1

Coursebooks they have used so far: (Not specified)

Supplementary materials used concurrently with the textbook: Workbook, online interactive exercises

Is the classroom a room set aside for English lessons? Yes, the classroom is spacious and equipped with an interactive board, posters, and other visual aids to support learning.

Usual seating arrangement: Students sit in pairs or small groups to encourage interaction and collaboration.

Student	Learning Styles	Strengths	Weaknesses	Available Support & Resources	Other relevant information (SEN)
Alexandrova Emma	A	Strong listening comprehension, follows verbal instructions well.	Struggles with written tasks.	Extra time for writing activities, guided practice.	None.
Artem Gavrylyuk	A	Engages actively in discussions, remembers spoken information easily.	Needs encouragement to participate in writing tasks.	Structured writing support, sentence starters.	None.
Zaychuk Maria	K	Enjoys hands-on	Has difficulty staying focused	Visual cues, step-by-step	None.

		activities, learns well through movement and practical exercises.	for long periods.	written instructions.	
Kotelevtseva Eva	V	Strong visual memory, understands information better through images and diagrams.	Struggles with oral instructions.	Use of real-life examples, hands-on activities.	None.
Veronica Krotok	K,V	Strong visual memory, understands information better through images and diagrams.	Difficulty with abstract concepts.	Group work guidelines, discussion moderation.	None.
Veronica Krotok	A, V	Strong listening skills, enjoys discussions, confident speaker.	Sometimes dominates discussions, needs to practice turn-taking.	Encouragement to seek support, peer mentoring.	None.
Prokazyuk Oleksandra	A	Works well independently, good at following instructions.	Reluctant to ask for help when needed.	Simplified texts, reading support.	None.
Reutsky Maksym	A, K	Grasps concepts through explanations and hands-on activities.	Struggles with reading comprehension.	Writing scaffolding, graphic organizers.	None.
Veronica Rudnik	A, V	Good at remembering details from stories, learns well from both listening and visuals.	Needs structured guidance for writing.	Short, active learning tasks.	None.
Anna-Maria Rud	K	Learns effectively through physical	Easily distracted, needs movement breaks.	Sentence stems, speaking practice.	None.

		activities and role-playing.			
Tarasyuk David	V	Notices details quickly, understands written and visual information well.	Difficulty expressing ideas verbally.	Hands-on learning, manipulatives.	None.
Tyvonchuk Viktor	T	Strong tactile learner, enjoys activities that involve touching and creating.	Struggles with abstract concepts.	Gradual exposure to teamwork, paired activities.	None.
Khanenko Daria	A, V	Expresses ideas clearly, strong verbal and visual memory.	Prefers individual work, avoids group tasks.	Graphic organizers, writing templates.	None.
Kharechko Vira	V	Enjoys working with diagrams, charts, and videos.	Needs help organizing thoughts for writing.	Positive reinforcement, small group practice.	None.
Yurkevich Maksym	A, V	Active participant in discussions, remembers spoken and visual details well.	Sometimes struggles with self-confidence in new tasks.	Movement breaks, interactive tasks.	None.

SUMMATIVE OBSERVATION OF Anastasiia Oleksandrivna Tkachuk

Observation Participant: Anastasiia Oleksandrivna Tkachuk

Date of Observation: 11.02.2025

Observer: Pareta Yurii

Class: 6

Lesson: Space Exploration

Anastasiia Oleksandrivna Tkachuk's lesson on February 11th, 2025, was designed to enhance reading comprehension skills, expand students' knowledge of Space Exploration vocabulary, and review the past simple and past continuous tenses. Below is a detailed observation based on the provided lesson plan.

Lesson Introduction

The lesson started with an engaging warm-up activity. Anastasiia distributed small sheets of paper with familiar questions, such as "What do you enjoy most about school?" This strategy allowed students to ease into the lesson in a relaxed and supportive environment. By responding in turns, they fostered a positive classroom dynamic while also activating their prior knowledge.

Vocabulary Presentation

Anastasiia introduced new vocabulary related to Space Exploration using clear explanations and contextual descriptions. For example, she defined "rocket" as "a device powered by controlled explosions that propel it through space or the air." Students eagerly participated by attempting to guess the words based on her explanations, which encouraged critical thinking and active engagement. This interactive approach made learning the new terms more memorable and meaningful.

Reading and Comprehension

The reading segment followed smoothly, featuring a text titled "A Unique Space Mission." Students were asked to read individually, allowing them to work at their own pace. Anastasiia provided clear instructions, ensuring students remained focused. To assess comprehension, they completed a True or False activity, effectively evaluating their understanding of the key points in the text. This strategy confirmed their grasp of the material and reinforced their reading skills.

Grammar Practice

A significant portion of the lesson was dedicated to reviewing past simple and past continuous tenses. Anastasiia provided concise yet clear explanations, supplemented by relevant examples. Students practiced using the tenses through a fill-in-the-blank exercise. While most students demonstrated understanding, a few

needed additional clarification. Anastasiia actively supported those who struggled, demonstrating her attentiveness to individual learning needs.

Sentence Structure Reinforcement

To further reinforce grammar concepts, students completed an activity in which they rearranged scrambled sentences into proper order. This exercise helped solidify their understanding of sentence structure and tense usage. Working independently, students gained confidence in applying these grammatical rules accurately.

Vocabulary Retention and Engagement

The final stage of the lesson was particularly engaging. Anastasiia incorporated an interactive game called "Word Toss," where students threw a ball while recalling newly learned vocabulary. This activity not only reinforced learning but also maintained high levels of enthusiasm. The entire class participated, making this segment both enjoyable and educational. It was evident that the game contributed to better vocabulary retention.

Lesson Conclusion

To wrap up the lesson, Anastasiia revisited key vocabulary and grammar points. She encouraged students to reflect on what they had learned by summarizing the main ideas. This final review helped reinforce the lesson's core concepts and ensured students left with a clear understanding.

Assessment and Feedback

Throughout the lesson, Anastasiia employed formative assessments, such as the True or False activity and fill-in-the-blank exercises, to gauge student comprehension. She also provided individual feedback during activities, ensuring that those who needed extra support received it. This personalized approach contributed to a more effective learning experience.

Areas for Improvement

Although the lesson was well-structured and engaging, there are a few areas where minor enhancements could be made. Some students found it challenging to

distinguish between past simple and past continuous tenses, so additional practice exercises or visual aids could further clarify these concepts. Additionally, incorporating a brief listening activity could help balance skill development between reading, listening, and speaking. Finally, integrating more pair or group activities could promote collaboration and peer learning.

Conclusion

Overall, Anastasiia's lesson was highly effective, well-organized, and engaging. The structured approach, interactive activities, and positive reinforcement created an optimal learning environment. Students demonstrated noticeable progress in expanding their vocabulary and grasping grammatical concepts. With small adjustments, such as additional grammar reinforcement and multi-skill integration, the lesson could be even more impactful.

LESSON PLAN №1 – Oceans. Seas. Rivers. Lakes

Stage: Warm-up

Time: 5 min

Aim: Engage students

What teacher does: Asks, What oceans do you know?

What students do: Share their thoughts

Let's watch and translate videos 7 min

<https://youtu.be/5R0B79tW79E?si=MUQ8VXOzxntT3-1S>

We work with the student book and complete the tasks



Oceans, seas, rivers and lakes

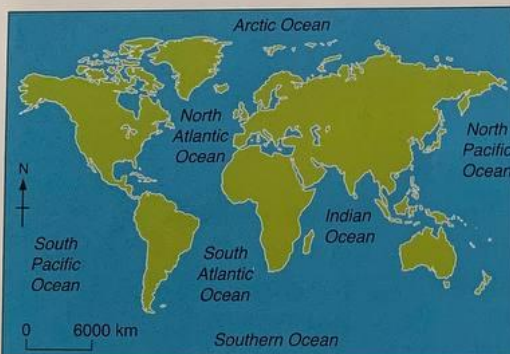
Oceans and seas

Oceans and **seas** are the huge areas of salt water that cover nearly three-quarters of the Earth's surface.

You can travel by ship through all the world's oceans without ever crossing land. All their water is connected. For this reason we could think of this water as one vast 'world ocean'. But to understand the ocean better, we divide it into five great ocean areas. In decreasing size order these are:

- the Pacific Ocean
- the Atlantic Ocean
- the Indian Ocean
- the Southern Ocean
- the Arctic Ocean.

Seas are branches of the ocean. They are bordered by land, but always connect to the ocean through straits or channels. The Mediterranean Sea, for example, connects to the Atlantic Ocean through the Strait of Gibraltar.



The world's oceans



The Mediterranean Sea and the Red Sea

Lakes

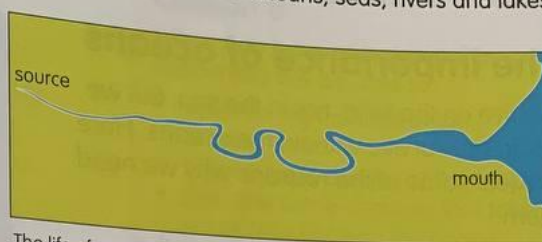
A **lake** is a great pool of fresh or salt water completely surrounded by land. A lake does not connect to the ocean directly, but a river may drain the lake water into the ocean.



Lake

Rivers

A **river** is a large natural stream of flowing water. All rivers flow downhill from their source, which may be an underground spring, a lake, melting ice or rainwater running off mountains. At its mouth, the river water flows into a lake, a sea or the ocean.



The life of a river

Activity 1

Use the library and/or the internet to help you complete this table.

	Largest/longest		
	1st	2nd	3rd
1. oceans	Pacific	Atlantic	Indian
2. seas			
3. salt water lakes			
4. fresh water lakes			
5. rivers			

Activity 2

Use the library and/or the internet to answer these questions.

1. Which ocean is closest to you?
2. Name the two seas which are nearest to your country. Which oceans do they connect to?
3. Name four rivers in your country. Where are the sources and mouths of these rivers?

Fascinating fact

The seas and oceans contain about 97% of the Earth's water.

The water in seas and oceans is salty because the river water that flows into them carries minerals dissolved from rocks.

Just 3% of the Earth's water is fresh, but two-thirds of this is frozen at the poles and in glaciers on mountains. The remaining 1% is the fresh water in lakes, rivers, and aquifers under the ground.



The importance of oceans

We live on the land, not in the sea. But we could not survive without the oceans. Here are just some of the reasons why we need them:

- More plants and animals live in the oceans than on land.
- Fish and other sea animals are important human food.
- Water that evaporates from the oceans falls as rain. Rain waters the land and supplies us with fresh water.



Fish harvest



Drilling for oil from under the sea

- There are valuable minerals in ocean water and under the ocean floor.
- Transporting goods by ship uses less energy than land or air transport.
- Oceans absorb and store heat from the sun. Ocean currents carry this heat around the globe, evening out the Earth's weather.

What you have learnt

Most of the world's water is in the _____. A branch of the ocean partly surrounded by land is called a _____. A _____ is completely surrounded by land. A _____ is a natural stream of moving water.

Key words

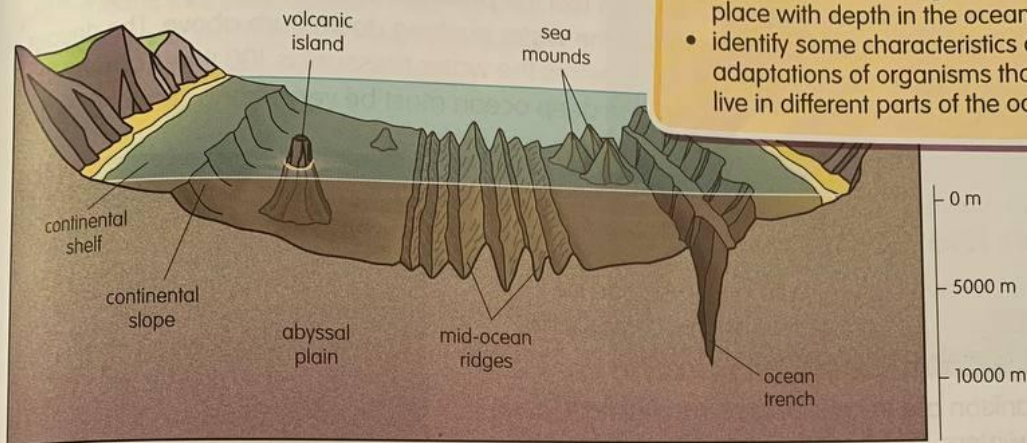
lake	ocean
river	sea

Check your progress

- ① Name the world's oceans.
- ② Explain the difference between a sea and a lake.
- ③ Give five reasons why the oceans are important for people who live on land.

Under the surface

This cross-section shows the ocean bottom. It is not flat. Under the water there are mountains, canyons, valleys, plains, volcanoes and ridges.



Lesson 8

When you have completed this lesson you will be able to:

- describe the features of the ocean bottom
- draw a cross-section of the ocean
- describe some changes that take place with depth in the ocean
- identify some characteristics and adaptations of organisms that live in different parts of the ocean

Activity 1

Copy the cross-section of the ocean into your book and label it. Use the cross-section to answer these questions.

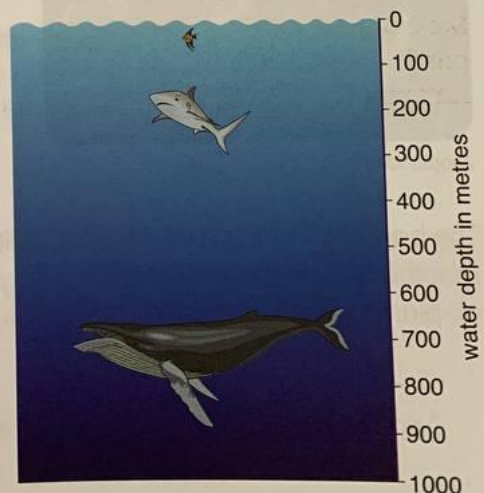
1. What is the shallow shelving part of the ocean next to the land called?
2. What is the deepest part of the ocean? How deep is it?
3. What is the depth of the abyssal plain?

Changes with depth

As you descend beneath the ocean surface, conditions change.

Light

Near the surface there is plenty of light. But water is not completely transparent. The deeper you go, the **darker** it gets. 300 metres down there is just enough light to see, but not enough for plants to grow. 1000 metres down it is pitch black.





Lesson 8: Under the surface

Temperature

The water gets **colder**, the deeper you dive. At 1000 metres the water temperature may be 4 °C. The average temperature of the deep ocean is just 3 °C.

Pressure

Have you ever swum under water? You can feel the **pressure** of the water in your ears. This water pressure is caused by the weight of the water pushing down from above. The deeper you go, the greater the pressure. At 1000 metres the water pressure is 100 times greater than at the surface. Submarines that explore the deep ocean must be very strong so that they are not crushed by the pressure.

Life in the ocean

Plants must have sunlight to make their food by photosynthesis. For this reason plants can only live within 300 metres of the ocean surface.

Phytoplankton are microscopic plants that float in the surface waters. They create most of the food for the other living things in the ocean. They are the start of the ocean food chain.



Phytoplankton



Zooplankton

Zooplankton are microscopic animals that feed on phytoplankton. Shrimps, worms, shellfish, small fish, giant sharks, whales and countless other marine species feed on **plankton** and/or each other.

The basking shark is a filter feeder. It filters great mouthfuls of ocean water through its gills to feed on plankton and other small sea creatures.



A basking shark

Creatures of the deep

Species that live at depths of 300 metres and more have special adaptations to survive. There is little light down here so some have very large eyes. Many are **bioluminescent**, which means that their bodies make light by chemical reactions. The light may help them catch prey, confuse predators or attract a mate.

Some deep ocean species are grazers that feed on plant and animal remains floating down from the warmer waters above. Others species are predators, with huge mouths or long tentacles to catch their prey. Deep-water predators may have luminous 'lures' to attract prey, like bait on a fishing line.



Activity 2

Draw a picture of an imaginary deep ocean predator. Explain how your creature is adapted to the conditions in the ocean depths.

What you have learnt

As you descend into the ocean the water gets _____ and _____. The weight of the water above you is greater, so the _____ increases with depth. Microscopic plants and animals that live in the surface water are called _____. Many deep sea creatures produce light by chemical reactions in their bodies – they are _____.

Key words

bioluminescent colder
darker plankton
pressure

Check your progress

- ① Draw a cross-section of the ocean bottom and label at least five different features.
- ② Describe an ocean food chain.

Stage: Warm-up

Time: 5 min

Aim: Engage students

What teacher does: Asks, "What types of conductors do you know?"

What students do: Share their thoughts

Interaction: T-S

Stage: Vocabulary Introduction

Time: 7 min

Aim: Introduce key words

What teacher does: Shows flashcards of different types of conductors

What students do: Repeat and match words

Interaction: T-S, S-S

Stage: Reading for Gist

Time: 8 min

Aim: Understand the main idea

What teacher does: Provides a short text about conductors

What students do: Read independently

Interaction: T-S, W/C

Stage: Discussion

Time: 10 min

Aim: Encourage real-world applications

What teacher does: Asks pairs to discuss conductor types in daily life

What students do: Discuss in pairs

Interaction: S-S

Stage: Interactive Quiz

Time: 5 min

Aim: Reinforce learning

What teacher does: Organizes the game "Guess the Material"

What students do: Answer questions

Interaction: T-S, S-S

Stage: Wrap-up & Homework

Time: 3 min

Aim: Summarize

What teacher does: Reviews key points

What students do: Write down homework

Interaction: T-S

Lesson Task: Exploring Different Types of Conductors

Time: 15-20 minutes

Objective:

Identify and classify different types of conductors.

Investigate their properties and applications.

Instructions:

Group Work (5 min)

Divide into small groups of 3-4 students.

Each group receives a set of materials (metal wire, graphite rod, glass, plastic, etc.).

Experiment (10 min)

Test which materials conduct electricity using a simple circuit (bulb, battery, wires).

Record your results in a table:

Material	Conductor/Non-conductor
----------	-------------------------

Discussion & Conclusion (5 min)

Present your findings to the class.

Discuss why some materials conduct electricity while others do not.

Provide examples of real-life applications of different conductors.

1. Aims and objectives	The aims and objectives are clear, feasible and congruent with the syllabus and the learners' needs. The overall aims contribute to the development of the learners' intercultural communicative competence.	++
2. Learners' needs	The planned activities build on learners' existing skills and knowledge, and motivate and challenge the learners according to their needs and interests.	+
3. Activities	The activities provide variety to keep students' attention while the steps are coherent enough to contribute to a natural flow of the lesson. There is a good balance of new input and revision/recycling. Back-up activities are in reserve.	++
4. Techniques	Strategies and techniques enhance learning, are appropriate for maintaining interest and cater for a variety of learning styles.	++
5. Resources	When necessary and beneficial, T supplements the textbook with additional instructional materials and uses a variety of resources to facilitate learning.	+
6. Feasibility	T thoroughly and realistically prepared all aspects of the lesson for successful implementation in the classroom within the given timeframe.	+

Bonus Question: Why is copper a better conductor than aluminum, even though both are metals?

PLANNING

IMPLEMENTATION

1. Structure	Framework and progression	The lesson has a clear beginning, a main focus, and an appropriate ending/consolidation phase. There is coherence between the stages of the lesson with the natural transition between activities.	+
2. Materials	a. Coursebook and supplementary material	Coursebooks and resource books meet the learning objectives, and learner needs, and show relevance to the target language culture. With appropriate additional activities, the T skilfully compensates for the shortcomings of the set textbook (if any).	++
	b. Teaching aids	Structured board work, good-quality visuals, and carefully prepared handouts are used (where applicable).	++
	c. Equipment	T demonstrates familiarity with ICT tools and other equipment (CD player, video, IWB, computer, internet platforms, etc.)	+
3. Class Management	a. Instructions	Focused, clear, and brief. In case of complex instructions demonstration and/or examples are used.	+
	b. Questioning techniques	T skilfully varies the use of different question types to prompt real communication and makes use of opportunities to provoke longer stretches of answers. T applies various effective techniques for elicitation and checking understanding.	+
	c. Timing and pacing	Time allocations are appropriate for activities; T takes into account individual differences. Learners are neither slowed nor rushed, and adequate wait times are provided. A good balance between stirrers and settlers is achieved.	++

	d. Varied interaction and teacher roles	Varied interaction patterns and adjusted T roles are appropriate for learning objectives and content of activities. T knows when to step back and let students perform, discuss, explain, etc.	++
	e. Error correction	T selects from multiple approaches and a wide range of correction techniques under the focus of the activity.	+
	f. Feedback and evaluation	T gives constructive feedback on the learner's progress and achievements. T is aware of pedagogically sound, fair, and systematic procedures to evaluate learners' performance, commitment, and effort over time; formal evaluation criteria are clearly communicated to learners. Feedback is formative; steps for further development are laid out.	+
	g. Discipline	T can establish and maintain a balance between discipline and a relaxed working atmosphere.	+
4. Climate for Learning	a. Communication	Meaningful practice is present and genuine communication is generated regardless of the learners' level. T encourages learners to express their ideas and promotes interaction among them. Learner talking time is increased to the possible maximum.	+
	b. Environment	T creates an inclusive environment in which all learners actively participate and adapt the physical arrangement of the classroom to reflect lesson needs and to facilitate the grouping of learners for effective interaction.	+
	c. Learner autonomy	T demonstrates learner-centred practices to facilitate learning, caters to different learning styles, and incorporates ways of developing learning strategies into the lesson. T encourages learners to take responsibility for their own learning.	+

Reflection on My Teaching Practice

Evaluating my teaching experience has given me the opportunity to analyze my strengths, challenges, and areas for growth. This report outlines my teaching strategies, significant experiences, obstacles faced, and plans for professional development. My primary objective has been to design engaging and effective lessons that support students in developing their language skills and communicative abilities.

Teaching Objectives

My main focus has been on creating well-structured and interactive lesson plans aimed at enhancing students' listening, speaking, and grammar skills. I have worked towards:

Strengthening students' comprehension and production of English through dynamic and engaging activities.

Adapting instruction to accommodate diverse learning needs.

Establishing a welcoming and inclusive classroom environment.

Motivating students to participate actively and build confidence in using English.

Key Learning Experiences

1. Integrating Listening and Speaking Activities

A significant learning experience was designing a lesson focused on health-related vocabulary and dialogues. At the A1+ level, students participated in a listening exercise where they identified

symptoms and answered questions. By engaging in real-life conversations (e.g., "What's wrong?" - "I have a headache"), students improved their ability to discuss health issues effectively.

2. Teaching Grammar in Context

In a grammar lesson on the Past Simple and Past Continuous, I provided structured exercises alongside storytelling tasks. By guiding students to describe past events using both tenses (e.g., "I was walking to school when I saw a dog"), they gained a clearer understanding of their appropriate usage.

Challenges and Solutions

1. Boosting Student Participation

Some students were reluctant to engage in class discussions. To address this, I incorporated pair work and interactive activities, such as Baamboozle quizzes, to create a relaxed learning atmosphere that encouraged participation.

2. Addressing Different Proficiency Levels

Teaching a class with varied skill levels was a challenge, as I needed to ensure all students were appropriately supported. I used visual aids and flashcards to assist lower-level learners, while providing more advanced students with extension activities to keep them engaged.

Teaching Approach and Reflection

Course Design

My lessons followed a communicative approach, incorporating a balanced mix of listening, speaking, reading, and writing. Each lesson was structured with a clear objective, warm-up activities, interactive practice, and assessment elements.

Classroom Management

I used structured group activities and provided clear instructions to maintain engagement. In the lesson on health vocabulary, I monitored pair discussions and offered constructive feedback to support students' learning.

Student Engagement

To create an interactive learning experience, I integrated digital tools like Baamboozle and PowerPoint. During the health vocabulary lesson, students actively participated in a quiz, making the learning process both enjoyable and effective.

Technology Integration

I incorporated technology by using multimedia listening exercises and interactive quizzes. For instance, in the health-related lesson, an online quiz was used to reinforce vocabulary retention.

Assessment and Feedback

I applied formative assessment methods through in-class activities and peer feedback. After the Past Simple vs. Past Continuous lesson, students corrected each other's sentences before I provided additional feedback to reinforce learning.

Professional Development Plan

To further enhance my teaching, I plan to:

Implement more differentiated instruction strategies to cater to all learners.

Increase the use of interactive technology tools, such as Kahoot and Quizlet.

Encourage students to reflect on their learning progress by maintaining journals.

Continue designing engaging activities that promote active student participation.

Conclusion

Overall, my teaching journey has been a valuable experience. Reflecting on my strengths and areas for growth has given me insights that will shape my future teaching practices. I am committed to continuously refining my approach to provide students with an enriching and effective learning experience.

What are the benefits of teaching practices to you?

	QUESTIONS	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Teaching practice has made me decide whether or not to take teaching as a profession.		+		
2.	Teaching practice developed in me an interest in working with children of school age.	+			
3.	There is an opportunity to try out ideas and theories in a practical classroom situation.	+			
4.	One has the opportunity to communicate and interact closely and sympathetically with children of school age.	+	+		
5.	Teaching practice has made me master professional skills.	+			
6.	Teaching practice has made me learn how to plan, prepare, and present lesson topics.	+			
7.	Teaching practice has exposed me to the problems and prospects of teaching progression.		+		
8.	Teaching practice helped me understand the principles of child development and growth.	+			
9.	Teaching practice helped me broaden my knowledge of the subject matter.		+		
10.	Teaching practice has helped me perfectly use instructional materials when teaching.	+			
11.	Teaching practice has helped me find a life lesson in each conflict situation.	+			
12.	Teaching practice has made me adequately manage the classroom.		+		
13.	Teaching practice has made me observe different features of the school curriculum at work and how each contributes to learning.	+			
14.	Teaching practice has helped me become familiar with school records and the complex set of rules and regulations.	+			
15.	Teaching practice has helped me acquire those valuable personality attributes associated with an outstanding teacher.	+			
16.	Teaching practice has helped me gain valuable insight to assess my suitability for a teaching career.	+			
17.	I see teaching practice as a vital factor in preparing students for future teaching assignments.	+			
18.	During my last teaching practice, I developed my way of working effectively with children and colleagues.	+			

19.	The University Methodology course content was relevant to my needs during observed teaching.	+			
20.	The University Methodology course materials (handouts, readings) are helpful during observed teaching.	+			

Self-Reflection Final Report and Improvement Plan

During my teaching internship at the Nadiya Marynovych Hope Center in Rivne, I had the opportunity to teach 6th grade English. My responsibilities included preparing lesson plans, conducting lessons, managing classroom behavior, and assessing student progress. I worked closely with my mentor, Anastasia Tkachuk, to develop my teaching skills and gain practical classroom experience.

Strengths and Positive Experiences

One of the key strengths I developed was my ability to create engaging and well-structured lesson plans that met the diverse learning needs of my students. For example, during a lesson on fractions in English, I incorporated visual aids, interactive activities, and group work to ensure that all students remained engaged. By the end of the lesson, students were able to explain the concepts in their own words, demonstrating their understanding.

Additionally, my ability to build strong relationships with students was another strength. I made an effort to quickly learn each student's name, create a positive classroom atmosphere, and create opportunities for students to feel heard and valued.

Example of a Strength:

During a group work session on fractions, I noticed that some students were struggling to understand the concept of equivalent fractions. I quickly adapted the activity by providing different examples and adding practical materials. As a result, students gained confidence and were able to solve the problems more independently.

Challenges and Areas for Improvement

Despite my positive experience, I also encountered a few challenges that I plan to address in the future. One of the main challenges was classroom management. During some lessons, some students were distracted, which affected the flow of the lesson. Additionally, I had difficulty managing my time, especially in more challenging lessons where I sometimes ran out of time before completing all the planned activities.

Example of a challenge:

During an English lesson with word problems, I underestimated how long it would take students to complete the task. As a result, we did not have enough time to review the answers together. This affected the overall effectiveness of the lesson, highlighting the need to improve the pace of the lesson and time management skills.

Professional development and learning from mentors

Throughout my teaching practice, I received valuable feedback from my mentor teacher, Anastasia Aleksandrovna. One of the key pieces of advice was to adopt a more structured approach to classroom management. She suggested using a behavior chart to track student behavior and provide positive reinforcement. Additionally, I observed her classroom management strategies, such as using verbal and nonverbal cues to help maintain discipline without disrupting the lesson.

Improvement Plan

Goal 1: Improve Classroom Management

Specific Goal: I will clearly state behavioral expectations at the beginning of each lesson and use consistent positive reinforcement strategies.

Action Steps:

Implement a behavior chart to track and reward positive behavior.

Introduce a reward system where students can earn privileges for good behavior.

Dedicate time at the start of each lesson to review expectations and remind students of consequences.

Timeline: I will apply these strategies during my next teaching placement and assess their effectiveness after four weeks.

Conclusion

My teaching practice at Center of Hope named after Nadiya Marinovych in Rivne has been an invaluable experience. I have gained insights into my strengths, such as building strong student relationships and designing engaging lessons, as well as areas for growth, particularly in classroom management and time management. Through self-reflection and feedback from my mentor teacher, I have developed a clear improvement plan with specific strategies to enhance my teaching. I am committed to continuous professional growth and look forward to further developing my teaching skills in future placements.