АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

PHILOLOGY

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

Студентський науковий вісник

Рівне – 2019

УДК 81'243
А 43

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Актуальні проблеми сучасної іноземної філології: Студентський науковий вісник. – Рівне: РДГУ, 2019. – 202 с.

Редакційна колегія:
Михальчук Н.О., доктор психологічних наук, завідувач кафедри практики англійської мови, РДГУ;
Воробйова І.А., кандидат педагогічних наук, доцент кафедри практики англійської мови, РДГУ.

Рецензент:
Воробйова Л.М., кандидат філологічних наук, професор кафедри теорії та історії світової літератури РДГУ.

Упорядник випуску:
Воробйова І.А., кандидат педагогічних наук, доцент кафедри практики англійської мови, РДГУ.

Розглянуто й затверджено на засіданні кафедри практики англійської мови РДГУ (протокол № 4 від 11.04.2019).

Затверджено та рекомендовано до друку на засіданні Вченої ради РДГУ (протокол № 4 від 25.04.2019 р.)

Khrystyna Prytula

Rivne State Universuty of Humanities
Rivne

THE METHODOLOGY OF PROVIDING CONTROL OF TEENAGERS' KNOWLEDGE AT THE LESSONS OF ENGLISH

The studying process in the school is aimed at solving educational tasks, each of which is characterized by didactic completeness. A compulsory component of this process is the control of knowledge, skills and abilities, namely, checking its effectiveness.

Today, learning conditions, which are changing, require teachers to use more effective techniques and methods for controlling and evaluating students' knowledge, skills and abilities. The issues of improving control in the study of a foreign language have repeatedly been raised. They concerned the authors of a large number of monographs and became the subject of defence of many dissertations. Yet, the problems of verification and accounting of knowledge, skills and abilities, the methods of their organization and conduct have not lost their relevance.

Control is an important structural component of the educational process, associated with its goals, content and methods. The results of control largely depend on the formulation of goals and objectives of learning, choice and consistency of its methods. Due to the control, the feedback is implemented. It allows to regulate quickly, to correct the learning process and to set specific tasks for the next lesson [1, 179].

In the didactic literature, the concepts of "control", "verification", "evaluation", "evaluation", and "accounting" sometimes are used as synonyms, but they cannot be identified. Verification is a component (means) of control and means the detection and measurement of the level and quality of knowledge, the workload of the student. In addition to verification, the control elements are the evaluation (process) and the assessment (the result of the verification).

With the correct organization of the educational process, control helps to develop the memory, thinking and language of students, systematizes their knowledge, promptly reveals the miscalculations of the educational process and serves to prevent them. A well-organized control of students' knowledge contributes to the democratization of the learning process, its intensification and differentiation of learning. It helps the teacher to obtain objective information (feedback) on the progress of students' educational and cognitive activity.

Control is an integral part of the learning process as the tool for managing correction and stimulation. Without it, there can be neither study nor the school itself. But for successful testing and tracking of students' progress it's not enough just to discover what they know. Their knowledge and skills need to be assessed properly. The assessment is the meaning of knowledge control. It can act in various forms: verbal and estimated, qualitative and quantitative.

"The assessment of student success is a system of certain indicators that reflects the objective knowledge and skills of students. Namely , the assessment can be considered as a determination of the degree of assimilation by students knowledge, skills and abilities in accordance with the requirements presented to them by school curricula" [3, 14].

First of all, the assessment characterizes the level of assimilation and quality of knowledge acquired by students in the learning process, as well as their development and readiness to apply this knowledge in practice, and shows the relation between what the student knows about certain program issues and what he or she can know from the same questions at the moment of study. In our opinion, this definition characterizes important moments of evaluation, the essence of which, however, is much deeper and functionally significant. And such type as test control helps teachers to evaluate students' knowledge.

Testing is an effective means of organizing control in learning a foreign language. Test control can ensure the successful implementation of the goal and all control functions, and also satisfy the requirements for quality control.

V.Kokkota states that test control or testing, as a term, means using and conducting of the test - in the narrow sense, and a set of stages of planning, assembly and test benchmark, processing and interpretation of test results – in the broad sense [2, 36].

Any test is used to monitor students' achievements, which makes possible to identify the advantages and disadvantages of new training methods, to establish the relationship between the planned, implemented and achieved levels of education, to compare the work of different teachers, to assess students' achievement and identify gaps in their knowledge. For the head of the institution, a test helps to obtain unbiased information to make management decisions and to perform a number of other important tasks.

"The lingvodidactic test is a set of tasks, prepared according to certain requirements, which have passed a preliminary test for the purpose of determining qualitative indicators and which allow to identify the participants' linguistic level and / or communicative competence and evaluate the results of testing according to pre-established criteria" [2, 89].

A standardized test is one that has passed a preliminary test on a large number of tested and has quantitative indicators of quality. Preparing for such test requires hard work and a lot of time. Standardized tests are provided with a passport, which contains the rules, conditions and instructions for repeated use of the test in different conditions.

Non-standardized tests are developed by the teacher for their students. Such tests are compiled on the material of a specific topic to check the level of formation of certain skills or abilities. Non-standardized tests are used during the current control to provide feedback in the teaching process of a foreign language. Non-standardized tests do not require all Quantitative Quality Scores. But it is advisable to find very difficult and too easy questions in this test and replace them with more acceptable ones.

To check all students' skills, such as reading, writing, speaking and listening, different types of control tests are used.

The control of speaking can be individual and oral, with the use of visibility. But the content of the statements, the correctness of the design of thought can be checked in writing, too. This can be a description of the picture, writing a work, a report, a story, etc. Listening control can be oral or written, individual or frontal, monolingual or bilingual, using technical means, visibility. The control of reading and writing may be monolingual and bilingual, individual and frontal, oral or written. The verbal understanding of the text (through speaking) and the technique of reading (reading aloud) is verified. Bilingual control tasks involve the translation of certain information. The control of the letter is carried out only in writing, which allows you to check the possession of spelling, graphic skills and ability to express your thoughts in   writing.

During thematic and periodic control, formative and diagnostic testing is used. The formative testing is aimed at identifying gaps in students' knowledge and their elimination. Diagnostic testing is aimed at identifying the causes of these shortcomings [6, 30].

Test appointment a foreign language is to determine the level of formation of foreign communication competence among students of higher educational institutions in accordance with the state standard. Objects of control are reading and writing as types of speech activity, as well as lexical and grammatical aspects of foreign language communication (use of language). The task of determining the level of formation of foreign language competence in reading is based on its different strategies: with the understanding of basic information, complete information and the search for individual facts. Control of lexical and grammatical competence (use of language) involves determining the level of formation of language skills: the ability to pick up and form the lexical units and grammatical phenomena independently in accordance with the communicative needs [5, 37].

Testing is an integral part of teaching and learning a foreign language. This method of assessment determines not only the achievement of students, but also the work of a teacher in classes and the effectiveness of teaching methods.

Nowadays, in the practice of teaching the foreign language, teachers widely use test forms to control the level of language skills and speech abilities. As a rule, the main test tasks are the task of an alternative choice.

Such kind of control as the tests is multifunctional. Multi-functionality of tests is important as they serve as the tool for forming grammatical skills. Grammar skills are formed during the execution of grammatical exercises, which relate to language exercises. Test is one of the types of language exercises, respectively; it is also aimed at the formation, development and improvement of grammatical skills.

The purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. Four general kinds of vocabulary tests are presented. The first, limited response is for beginners. These test items require either a simple physical action like pointing at something or a very simple verbal answer such as "yes" or "no". The second, multiple-choice completion, is a test in which sentence with a missing word is presented; students choose one of four vocabulary items given to complete the sentence. A third type, multiple-choice paraphrase, is a test in which a sentence with one word underlined is given. Students choose which of four words the closet in meaning to the underlined item is. A fourth kind of test, simple completion (words), has students write in the missing part of words that appear in sentences [7, 312].

Deciding how to test vocabulary is related to how we teach it. Most ESL teachers today do not recommend having students simply memorize lists of words. Instead, they teach students to find the meaning of words through of context of the sentence, and they help increase comprehension by teaching important affixes (happy: unhappy/beauty: beautiful). In testing vocabulary, we also need to avoid presenting words in isolation. Checking vocabulary mastery can be adjusted to match your emphasis on oral or written skills. Suppose improving conversation skills is your primary objective: You can test vocabulary by using oral clues ("What time is it?") and by requiring spoken answers ("It is nine o'clock"). On the other hand, suppose you are stressing reading: You can offer a written multiple-choice format ("He bought a cake at the (A) bank, (B) bakery, (C) hardware store, (D) bookstore").

Grammar tests are designed to measure student proficiency in matters ranging from inflections (bottle-bottles, bake-baked) to syntax. Syntax involves the relationship of words in a sentence, including matters such as word order, use of negative, question forms, and connectives [4, 148].

The grammar of students with very little ability in English can be checked without having them speak or write anything. This can be done by means of directed physical responses and visuals. So here was presented two basic ways to measure grammar skills of these beginning level students: (1) testing them one at a time, and (2) testing them in groups.

You can test students individually by using oral requests. These requests can ask for easy spoken replies or simply for nonverbal actions. When teaching students who know almost no English, you can permit answers in their native language. Pictures can be used to test students individually or in groups. To test preposition recognition, we can ask, "Is the lady on the house?" Or we can say, "Point to the child behind the car."

You can also test students in groups by using directed physical responses. The following "drawing" activity can test prepositions of place: First, explain and illustrate any new vocabulary words. Then have students make a drawing according to your spoken instructions: "Draw an airplane in the middle of the paper [pause while students draw.] Now draw a house below the airplane. [Pause] Next draw a cloud in front of the airplane." Using a picture like the first one, you can test your student's understanding of prepositions. For example, we can say, "Draw a circle around the person on the house" or "Draw an 'X' on the boy behind the car". Sets of three or four related pictures can evaluate mastery of a number of grammar points.

There are some advantages of limited response:
- It puts students at ease and avoids unnecessary stress.
- It avoids skills such as reading and writing that have not yet been developed.
- It can be scored easily and objectively.

Also, limited response has some limitations:
- Individual testing takes longer than group testing.
- It is difficult to find suitable pictures (although the teacher can make needed sketches).
- Only a limited number of grammatical structures can be tested.

Testing creates great opportunities for organizing effective and qualitative control of foreign language teaching at secondary schools, which, together with other components of the learning process, can ensure the successful achievement of learning goals.

To sum up, the control and assessment of students' knowledge, skills and abilities is an important element of the educational process. With proper organization, it promotes the development of memory, thinking and language of students, systematizes their knowledge, promptly reveals miscalculations of the educational process and serves their prevention.

The teacher faces the task of organizing the learning process, which is naturally included in the education system as a mandatory functional component that ensures its purposefulness and objectivity. Using traditional forms and methods of control and evaluation, teachers should get acquainted with the experience of innovators and the results of their research and experiments; using this experience, looking for new effective control techniques. The most effective form of control for today is the test.

First, it contributes to the optimal effect of all elements of the learning system by providing feedback. Secondly, the feedback determines the dual nature of the functioning of control. This is reflected in its implementation in the current and final forms.

This kind of control makes it possible to put questions in the volume of the entire subject course; in addition, their results can be well compared with each other. It allows the teacher to set the range of individual differences of students. Some aspects of knowledge, skills and abilities cannot be diagnosed by the test, such as the ability to express thoughts orally, and the depth of knowledge in the subject area. The ability to test previous knowledge is also limited.

But still, test control simplifies checking the work and allows the teacher to organize the current and final control, to intensify the activities of the students, to check the knowledge of large volume of material over a short period of time.

In order to ensure the effective teaching of a foreign language at secondary school and to obtain objective indicators of academic achievements on the subject "Foreign Language", it is also necessary to create a reliable system of control, to check the level of the acquisition of a foreign language. One of the most effective methods of control in the study of a foreign language, as demonstrated by the results of many studies and experiments, is the test method.

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Науковий керівник: ст. викладач Залевська О.А.

ЗМІСТ

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

Відповідальний за підготовку збірника до видання *Воробйова І.А.*

Комп'ютерна верстка *Воробйова І.А.*