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TESTING AS A FORM OF CONTROL OF THE LEVEL OF FOREIGN LANGUAGE AMONG THE STUDENTS OF TECHNICAL NON-LINGUISTIC HIGHER EDUCATIONAL INSTITUTIONS

Nataliia Hadaichuk, lecturer

Svitlana Nykyporets, lecturer

Vinnytsia National Technical University

Vinnytsia, Ukraine

fotinia606@gmail.com

max3nov@gmail.com

Abstract. The article covers testing as an effective means of controlling the level of knowledge of students of higher education. The advantages of using this method are compared with the traditional ones.

Keywords: testing, organization of knowledge level control, non-linguistic university, methods of teaching and knowledge level control, test task.

Testing as an effective means of organizing control is of great importance at the current stage of teaching foreign languages. According to the conditions of the Bologna Declaration, a modular rating system based on test control of the level of student preparation is being improved. The interest in testing is explained by the fact that it significantly increases the efficiency of the educational process, optimally contributes to the complete independence of each student's work and is one of the means of individualization in the educational process. In addition, the test control makes it possible to cover a large amount of material.

Methods of teaching at universities are traditionally divided into *teaching methods*, *training methods* and *methods of control*. The process of knowledge control is one of the most responsible operations, which is related to different psychological situations for both students and teachers.

In the pedagogical process several types of control are applied:

- input, which is used to determine the initial level of availability of the students;
- current, what is considered to be the most common form of "tracking" the level of students' knowledge and skills in practical classes;
- thematic, as a foreign language is usually studied in blocks of topics;
- periodic – to check the level of high volume material understanding;
- concluding – covering the examination of all the material studied;
- control of residual knowledge, which involves the monitoring of knowledge after a while after studying the topic, section, course.

The current system of knowledge control and quality assessment of students' academic achievement may have some hallmarks of conservatism, as it still retains features such as a subjective appraisal of teacher evaluations, mismatch of requirements, lack of common criteria and standardized assessment tools, differences in professional qualifications and possible bias of the teacher.

Thus, traditional session-examination control of student knowledge may stimulate the academic activity of students, but it does not solve the problems of ensuring the quality of specialists' training in accordance with the criteria of professionalism and competitiveness, which is advanced by the modern environment of the knowledge society. In this situation, testing, with its clear algorithm of action, the possibility of a unified approach to control and evaluation of its results can provide adequate information about the quality of training.

Typically, the test is a set of tasks focused on determining and measuring the level of assimilation of a certain part of the material. During the test arranging, the test tasks are formed and sorted according to the purpose of the test. In the modern theory and practice of test control, there are many varieties of tests that are designed according to the purpose and nature of the control and the answer form.

Depending on the form of answer options, the test tasks can be classified into two categories, *closed* and *open*.

The closed type of test tasks includes:

- alternative choice (assuming students' choice is "yes" or "no";

- matching (students have to fit two list items);

- establishing sequence (need to determine the order of list items);

- multiple choice (assuming the choice of one or more correct answers from the provided list);

open type includes:

- additions (need to formulate answers according to the given constraints);

- free presentation (a student forms his answer without any restrictions). [1]

Testing as a means of monitoring students' knowledge in a higher education institution has a number of advantages, namely:

- the ability to cover a large number of students at a time (the whole group or year of studies) using the same material and the same conditions of the testing procedure;

- the opportunity to save classroom time, since it is very important in non-linguistic universities, where the time for learning a language is usually limited;

- the focus on modern educational facilities and use of computer training tasks and control systems;

- minimizing the subjective component when evaluating responses. [3]

It should be noted that testing has also certain disadvantages, such as the ability to evaluate only the end result, the probability of selecting the correct answer randomly, the psychological aspect, and others. Therefore, it should be used together with other traditional forms of control.

Passing a foreign language test in the form of computer-based testing for second-year students and masters of VNTU in inner Training Process Support Platform JetIQ has proved the efficiency and expediency of choosing this very type of knowledge control. JetIQ is the University's global information platform

for managing the learning process, evaluating students' knowledge, estimating students' educational activity and TestIQ – testing system.

Considering all of the above, we can conclude that in the present conditions, testing has a great future. The testing process is an essential component not only as the issue of effective foreign language learning, but also as the process of democratization of our society, which contributes to the establishment of equality criteria and an objective evaluation of the activities of all its members.

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