

складності матеріалу, кількість завдань, часу на їх виконання, системи оцінювання та ін. Індивідуалізація самостійної роботи реалізується в залежності від поставлених завдань: від визначення рівня володінням певним лексичним та граматичним матеріалом до можливості реалізації власної траєкторії навчання і вибору завдань з тих аспектів навчання, які необхідні для певного студента.

В останні роки практика навчання нерідної мови значно збагатилася за рахунок самостійного використання студентами-іноземцями ресурсів Інтернету, робота з якими має велике значення як можливість реального спілкування нерідною мовою та доступ до автентичних матеріалів. Студенти не лише самостійно отримують нову інформацію, користуються різними джерелами, але здобувають навички практичного застосування знань, що отримали під час вивчення інших дисциплін.

Використання інформаційно-комунікаційних технологій стає невід'ємною частиною навчального процесу в цілому, орієнтує студентів на реальну комунікацію та забезпечує високий рівень індивідуалізації самостійної роботи студентів.

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Application of the test method in the process of foreign languages teaching

The purpose of foreign languages teaching is the formation and development of a person capable of participating in intercultural communication. In particular, a

foreign language teaching involves the formation of oral and written language skills. The level of formation of these skills is a matter of control.

All forms of control include all language tests, the application of which allows you to effectively check the level of knowledge of students in the short term. However, diagnostic, training and control tests take the lead part. Diagnostic tests are most often used to identify the level of training of persons studying a foreign language or to verify the degree of mastering the newly presented educational material. Training tests are the tools for securing information or repetition. Control tests allow you to determine a level of knowledge of certain skills.

The process of tests composing involves the following methodological principles [2; 30]:

- the test question should be clearly articulated, among the options to the answers should be only one correct, that is, you should avoid cases where in the case of different interpretations there may be two variants of answers;
- the different objectives of the thematic and final control should be borne in mind: the thematic tests should contribute to the improvement of the learning process, and the final ones demonstrate the level of knowledge gained.

An example of thematic tests can be the task of opening parentheses, where you need to use a certain lexical unit in the correct grammatical form. When concluding the final tests, tests of multiple choice are the most frequent.

The purpose of diagnostic tests is to identify the appropriate level of linguistic knowledge. When composing the diagnostic tests you should adhere to the following principles [2; 46]:

- the test should include only one linguistic complexity;
- the grammar test should be formulated only on already familiar lexical material in order to avoid additional difficulties;
- it is necessary to take into account the influence of the native language in the selection of lexical-grammatical material for the composition of a particular test;
- the importance of selecting a test material is in taking into account the possibility of its subsequent phased use in various tests.

Training tests include the following meaning: recognizing a new language phenomenon, identifying the level of understanding of the read text or the received information, self-control. Composition of training tests, the main purpose of which is to teach, requires the following principles [2; 61]:

- the language test material should be pre-examined. However, it is acceptable to use 7% of the new lexical material that will be presented in the course of the future education of the discipline;

- when selecting a material, it is necessary to take into account the degree of its complexity (that is, it should be taken into account the possibility of its location in the test on the principle of ‘from simple to complex’);

- the test task should include only one linguistic complexity.

The use of training tests in foreign language classes is especially important when working with professionally oriented texts, as the process of their understanding depends on the knowledge of grammatical features of syntactic structures. For example, when learning English, you should work on the use of compound sentences with several subordinate, infinitive and verbal adverb phrases, passive voice and the particularities of the order of words, which training tests should be devoted to.

Control tests correspond to different kinds of final control. These include: credit tests, term credit, final examinations. Control tests must comply with the following principles [2; 74]:

- depending on the purpose of the control they may include either one linguistic difficulty (if the goal is verification of knowledge from one particular topic), or more (if the goal is checking knowledge on some topics);

- should be based on the covered material in accordance with the program;

- include the main language phenomena from the studied topic;

- contain the possibility of realizing the guess based on the linguistic experience of the native language;

- to be didactically correctly composed.

Today, the urgent need is to improve the existing language teaching practice in different languages. At the same time, there is a growing awareness of the need to find alternative forms of language testing that would give students the right to choose the format of the test exam and increase the humanistic potential of the pedagogical measurements procedure [1; 325].

The main difference between traditional control tasks and test tasks is that the latter are always aimed at assessing certain knowledge using a special scale of knowledge measurement (matrix). Therefore, the evaluation based on the results of the test is different by the greater objectivity and independence of possible teacher's subjectivity. The standard form of tasks at the same time ensures operational efficiency and ease of counting the results.

To maximize the reliability of the measurement and the validity of the test usage, you should follow three main stages of its realization [1; 332]:

- to clearly formulate and give a scientifically substantiated definition of skills to be measured;
- clearly establish the condition and operations to be followed during the test and monitoring its implementation;
- quantify the results of observations in order to verify that the measuring scales used have all the required qualities.

In the methodological literature, during the study of a foreign language, two types of tests have become widespread: norm-referenced and criterion-referenced [3; 112].

Norm-referenced test is designed to compare the academic achievements of individual students. Test results are expressed in points, and, accordingly, students are ranked in accordance with the number of points scored. This test is widely used in the distribution of students to training groups, taking into account the level of language training and abilities.

Criterion-referenced test is used to assess the level of proficiency of the studied material. It became widespread in the mid-1970s as a reliable source of professional certification of staff and to determine the level of language proficiency.

To assess the ability to speak English, a set of tests is proposed, the components of which were developed by R. Lado in the 50's. The kit includes three "linguistic" tests: checking the perception of hearing of linguistic units of various complexity, lexical and grammatical tests, and one "linguistic" test (essay) [4; 214].

Testing productive speech activities (speaking and writing) in the form of a "commentary" or "essay" for objective reasons is less reliable than testing receptive types (listening and reading) in the format of "multiple choice".

Thus, the reliability of language testing depends not only on the form of the test itself, but also on the concerted actions of the examiners, who evaluate the performance of productive test tasks (speaking and writing). Despite all the efforts, examiners often diverge from the point of view of assessment, which is particularly undesirable in the situations that determine the life choices of students.

The use of different types of tests in foreign language classes allows you to check quickly and to evaluate the results of the work performed, to identify the gaps in training, and to adjust the further development of linguistic competence.

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Використання мультимедійних технологій у вивченні іноземних мов

В останні роки все частіше піднімається питання про застосування нових інформаційних та мультимедійних технологій в середній школі. Це не тільки