TEST AS EFFICIENT MODERN METHOD OF THE ORGANIZATION OF CONTROL OF EDUCATIONAL PROCESS

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The article deals with the problem of the control organization in the educational process. The authors have described in details the main stages, characteristics and difficulties of the control organization during the education. The aspects of the control during the foreign languages studying are also analyzed. The authors have underlined three main stages of the preparation of the knowledge control during the foreign languages studying. The main principals and characteristics that the tasks for control should include are also pointed out. The authors consider the special value of the control process during the foreign languages studying and also during the development of the personality as a whole.

Keywords: control, test, stage, value, educational system.

The relevance. Reforming of education in our country in the context of accession of Ukraine to Bologna Process and the European language space concerns not only the higher school which already almost completely passed to the credit and modular organization of training and estimation, but also general educational institutions. One of features of reforming of modern high school is implementation of independent testing as method of objective assessment of knowledge of pupils.

The problem of the article. The analysis of scientific publications and studying of results of national external testing give the grounds to claim that its organization and carrying out is a little researched problem in which it is possible to allocate the following components:

1. Creation of test tasks according to requirements which to them are imposed as to a control facility of foreign-language communicative competence.
2. Compliance of tests to the main characteristics, for example:
   a) test compliance to levels of forming of communicative competence according to the all-European recommendations (for graduates of high comprehensive school it is the A2-B2 level);
   b) suitability of the language test (reliability, validity, authenticity, interactivity, influence):
3. Preparing students for testing
4. Assessment of results of testing and many others.

The subject of the article is the process of the foreign languages studying.

The object of the research is the control process during the foreign languages studying.

The aim of the article is to determine the main principals of the control process organizing during the process of the foreign languages studying.

The analysis of the research and publications. The process of control in the educational system has been analyzed in the scientific works by V.P. Bespalko, L.V. Gnapovskaya, S.K. Folomkina, A.G. Kvasovaya and others.

Main material. It is known that according to the Program for comprehensive schools and State standards, quality of foreign language skills of graduates has to be at the level B1 + on a scale «Of the all-European recommendations of language education: studying, teaching, assessment». But all of us with you perfectly understand and at anybody of us the fact that not all graduates of the Ukrainian schools will be able to show such high level of proficiency in foreign-language skills doesn’t raise doubts. At the same time it should be noted that in Ukraine there are many schools with a profound learning of foreign language, gymnasi-
tests. According to Nanovskaya L. V. researches.

or students. The distribution of pupils on groups, specification of the training. They be necessary in further training and work. Theying of those foreign skills and abilities which will training. Tests of this kind are used use for check developing irrespective of programs and textbooks of

tion of the current and total control.

of the participants of testing and which has stable and admissible indicators of quality, and also the specification – the passport with norms, conditions and instructions for his repeated use in various conditions [2, p. 6].

Not standardized test is teaching or teacher’s tests which are formed by teachers/teachers for the students or pupils. They are called differently: test, test examination, quiz. These tests even with high demands and abilities, such defined of all indicators of quality isn’t obligatory, but all of them undergo at least one approbation for the purpose of complexity definition.

In the course of development of the test on a foreign language it is necessary to pay special attention to parameters of his quality. It is known that quality of the test is defined, first of all, by its suitability which is considered by us, after Bachmann and Palmer as a basic conceptual parcel of a testology. Therefore the concept «suitability of the test» synthesizes in itself, first of all, five major signs of the qualitative test: validity, reliability, authenticity, interactivity and influence [4, p. 278].

One of basic signs of the test is reliability. Reliability of the test is shown that all test tasks are developed according to uniform requirements, taking into account the uniform purposes and provide uniform evaluation criteria through each of versions of the test is constructed on different material. Reliability of the test provides the identical number of points irrespective of option [5, p. 30].

The following line, testifies in favor of suitability of the language test, it is a test validity. The test has to be valid, that is indicators of execution of the test have to reflect measurement of those abilities which we try to estimate.

One more important indicator of the language test is authenticity. Authenticity of the test reflects degree of compliance of tasks of which it consists of a task of real use of a foreign language in communication situations.

The following sign of a quality test product is its interactivity on which shall be considered in case of development of tests on a foreign language and conducting the testing personality characteristics of candidates, such as age, gender, a national- ity, educational level, the native language, degree of readiness and the previous experiment of the candidate on accomplishment of the test offered it. One of the most important lines of the language test is influence which has the test for society and educational system in general and on certain individuals within educational system (candidates, teachers, parents, etc.). Many aspects of this sign aren’t found out in a domestic context yet, namely a lack of experience of large-scale testing, backwardness of the public reporting on results of the held testing, insufficient knowledge of all participants of process of testing of their rights and duties; a question of how results of testing have to influence process of teaching a foreign language [1, p. 137].

Conclusions. Teaching English for different purposes for a long period of time we drew the conclusion that while using the control function to the full we can achieve students who have a very low level of knowledge and skills in English when entering the Universi-
Testing is one of the components of the learning process and is considered one of the objectives and effective means of control of knowledge and skills. Many linguistic scholars along with other specialists express their interest to the testing as a method of teaching of foreign languages and as a scope of interdisciplinary research. Thus, foreign language teachers have the wide range of tools for training, and to monitor the knowledge and skills acquired proficiency. At the same time when you create different kinds of test, it is necessary to take into account the conditions, compliance with which will bring about a qualitative test: reliability, representativeness, equity, validity and authenticity. Clearly, the availability of high-quality tests in the training and supervision in the practice of teaching a foreign language is extremely important, both for teachers and students.

References: