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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. Bepalko, 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, gymnasii-

ums and lyceums which are able to provide high level of proficiency in a foreign language, than the standard B1 +. And it, in turn means that the test for final estimation of level of proficiency on a foreign language of graduates of all schools of Ukraine has to be multilevel. It the problem of testology as there is a need of the conclusion of tests for the purpose of control of various levels of proficiency becomes complicated, since A2 and finishing with the B1 + level and if to take into account and profile training in a foreign language, then it concerns also the B2 level [3, p. 19].

So, what developers of tests need to know and be able to do to offer pupils the qualitative, reliable and valid test on a foreign language, on German in particular? First of all, it is necessary to decide on testing term. Now there are several options of definition of the test. Let's bring some of them.

So, the Russian researcher Bepalko V. P. notes that the word «test» in English from where it to us also has come, any test, examination or test designate. The form and content of this test is a subject of the arrangement in that area of human activity where the test is used. By S. K. Folomkina's definition, the test is understood as the tasks having the specific organization which allows all students or pupils to work at the same time in identical conditions and to write down performance by symbols.

Gnapovskaya L. V. and Kvasovaya A.G. in the researches note that testing as the term meets as in a confined sense, and in a broad sense. In a confined sense it that is use and test; in a broad sense as set of procedural stages of planning, creation and testing of tests, handlings and interpretations of their results. In testing in a broad sense, as a rule, allocate three main stages:

The 1st stage is the development of the preliminary test: planning of the test, creation of the preliminary test, approbation of the preliminary test, interpretation of results of the preliminary test;

The 2nd stage is the development of the final test: re-planning of preliminary test, drawing up and registration of a final version of the test, preparation of specifications and instructions;

The 3rd stage is the implementation of the test: preparation for application of the test: test, processing of test results, interpretation of test results.

Gnapovskaya L. V. and A. G. Kvasovaya indicate also that tests are divided by the application purpose on stating, diagnostic and predictive. The stating tests include tests of knowledge and tests of the general foreign language skills [2, p. 5].

Tests of knowledge consist in full accordance with the program and the textbook or the acquired material. Generally they are used for implementation of the current and total control.

Tests of the general foreign language skills develop irrespective of programs and textbooks of training. Tests of this kind are used use for checking of those foreign skills and abilities which will be necessary in further training and work. They can be applied also to selection of entrants, distribution of pupils on groups, specification of the program of training of separate group of pupils or students.

Concerning the status of the controlling program distinguish the standardized and not standardized tests. According to Nanovskaya L. V. researches.

and Kvasova A. G., standardized is considered such test which has undergone approbation over rather big (500-1000 people) the number of 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 short and for them definition 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 though 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 nationality, 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 good results even with the students who have a very low level of knowledge and skills in English when entering the Universi-

ty. 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.

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ТЕСТ ЯК ПЕРЕДОВИЙ МЕТОД ОРГАНІЗАЦІЇ КОНТРОЛЮ В ОСВІТНЬОМУ ПРОЦЕСІ

Анотація

У статті розглядається проблема організації контролю у навчальному процесі. Авторами детально описано основні етапи провадження процесу контролю під час навчання, його особливості та труднощі. Окремо, розглянуто питання провадження контролю під час вивчення іноземних мов. Авторами виділено три основні етапи підготовки контролю знань під час вивчення матеріалу з іноземної мови. Підкреслені основні принципи та характеристики, які мають нести в собі завдання для контролю. Авторами наголошують на особливій цінності процесу контролю не тільки під час вивчення іноземної мови, а й в процесі розвитку особистості в цілому.

Ключові слова: контроль, тест, етап, цінність, освітня система.

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ТЕСТ КАК ПЕРЕДОВОЙ СОВРЕМЕННЫЙ МЕТОД ОРГАНИЗАЦИИ КОНТРОЛЯ В УЧЕБНОМ ПРОЦЕССЕ

Аннотация

В статье рассматривается проблема организации контроля в учебном процессе. Авторами подробно описаны основные этапы организации процесса контроля при обучении, его особенности и трудности. Отдельно рассмотрены вопросы осуществления контроля при изучении иностранных языков. Авторами выделено три основных этапа подготовки контроля знаний при изучении материала по иностранному языку. Подчеркнуты основные принципы и характеристики, которые должны нести в себе задания для контроля. Авторы подчеркивают особую ценность процесса контроля не только при изучении иностранного языка, но и в процессе развития личности в целом.

Ключевые слова: контроль, тест, этап, ценность, образовательная система.