USE OF TEST TECHNOLOGIES IN FOREIGN LANGUAGE LESSONS AS A CONTROLLER OF EXTERNAL COMPETENCE

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The interest in learning a foreign language in all countries of the world has increased significantly. This is dictated by the laws and pace of development of the world economic system, as well as the goals and objectives of the education system as a whole. In this regard, the question arises about the quality of teaching a foreign language. In Ukrainian education most of the teaching tasks are given to students not in a test form. Basically this is a question, a task, an exercise. The test is a more appropriate qualitative and objective way to evaluate different types of speech activity in a foreign language. Testing in Ukraine is a method of controlling the knowledge of external independent assessment, and students must be adapted to this method.

Key words: foreign languages, test technologies, control, foreign language competence, foreign language communicative competence, elementary classes.

Formulation of the problem. The entire knowledge assessment system should be designed in such a way as to cover all compulsory learning outcomes for each student. Any full activity consists of 3 parts: indicative, executive, control. Effective control with quick results of activities is most easily organized through tests using tests. The test is a short,

standardized test of learning achievements that allows quantitative expression and statistical processing of results.

The advantages of the test evaluation are in the following positions:

– elimination of intellectual difficulties associated with individual cognitive styles and strategies of the individual (memorizing the material being taught, analyzing the material for studying);

– accounting of individual characteristics of personality types (extroverts, introverts, sensory, intuitive, thinking, feeling, organized, spontaneous);

– the speed of control;

– flexibility;

– high accuracy of evaluation;

– systematization of the cut of knowledge;

– the creative nature of the test tasks [1, pp. 24-36].

The aim of the article is to highlight the didactic capabilities of test technologies and demonstrate their application when assessing elementary school students in foreign language classes.

The analysis of recent sources and publications has established that the issues of assessment of educational achievements of elementary school pupils have devoted their works to T. Baybara, N. Bibik, O. Savchenko, M. Vashulenko, I. Lutchenko, N. Pasichnyk and others. Aspects of teaching foreign languages of junior pupils are disclosed in the editions of O. Kotenko, A. Solomakh, O. Tsilishcheva, N. Shelest and other scholars.

However, after processing the sources of scientific and pedagogical literature, we drew attention to the fact that there are no works that would describe the use of test technologies in foreign language classes in elementary school to evaluate students' knowledge, skills and abilities [2, pp. 13-16].

Presenting main material. Assessment of foreign language proficiency is an essential component of the learning process. The main task of evaluation is the objective assessment of the level of knowledge of students with foreign language material at each stage of the formation of their language competences. One of the forms of assessment, which allows measuring the level of training, obtain reliable, reliable data and provide an objective assessment, is pedagogical testing.

The term "test" was introduced into the scientific study by the American psychologist J. Cettella in 1890 for naming psychological tests, that is, specially designed standardized techniques that tried to measure the differences between individuals or the reactions of one individual in different conditions. However, neither in psychology nor in other scientific spheres (sociology, pedagogy, medicine, physiology, computer technology) there is still no single definition of the term [10, pp. 24-36].

The word "test" in English means "trial", "experiment", "check", "trial". In such polysemy terminological inaccuracies are obvious.

Sometimes the test is interpreted extremely widespread: under it are understood simple tests, control exercises, and the actual evaluation process, as well as all taken together.

In the teaching of foreign languages, language, or lingodidactic tests are used. The term "lingvodidactic test" was introduced by V. Kokkot, which correlates the lingvodidactic test with a set of tasks:

– tasks prepared according to certain requirements;

– tasks that have been pre-tested for the purpose of identifying quality indicators;

– tasks that allow to determine in the tested degree of their linguistic (linguistic) and / or linguistic (communicative) competence;

– tasks, the results of which are subject to a certain assessment according to pre-established criteria [1, pp. 39-51].

This definition covers the most important characteristics of the lingodidactic test: the purpose and object of evaluation, the system-forming features of the test, the way of interpreting the results. The term "testing" comes from the English "test" – a test, study. We can say that "test – objective and standardized measurement, quantifiable, statistical processing and comparative analysis" (AK Mayorov) [6, pp. 44-52]. With regard to testing technology, this means the use of knowledge for a set of standardized tasks in small portions, but covers a large range of promptly checked questions that require short answers.

The term "test" is a basic component of other concepts related to the idea of measuring abilities, properties, achievements of the individual. So, theoretical and applied science, which examines the test in terms of its form, structure, functional purpose, quality indicators, which studies the possibility of using tests to identify the peculiarities of the formation and activity of the individual in specific historical conditions. According to this name, the English term testing is multi-valued. It translates into Ukrainian and as a test [3, pp. 12-19].

Testing in the broadest sense means a set of all procedural stages, namely: planning, assembling, testing, processing and interpretation of the results of the primary, preliminary test – pre-test, redevelopment, design and preparation of specifications, instructions for the final test.

In the narrow sense, testing is the form of assessment (and training) through the conduct and use of the test.

The test can be used for both current, thematic, and routine and final control, largely eliminating subjectivity in assessments and reducing the amount of time spent by a teacher to test tasks [9, pp. 12-16].

In the practice of teaching foreign languages the test as a form of assessment fulfills all of the above functions. In addition to its main function – control, it can serve as a means of diagnosing the difficulties of linguistic

material for students and a measure of determining the effectiveness of learning. The test can perform a prognostic function, that is, to predict the success or failure of the training. When using the tasks in the test form for the differentiation of competencies, the educational function of the test is implemented.

Specificity of the test as a form of control is as follows:

1. The test is conducted in equal conditions for all subjects (they work with the same volume and complexity of the material at the same time).

2. The test is characterized by qualimetric qualities, that is, the quantitative expression of the quality of the task. The results of the test tasks are compared with the pre-prepared standards (keys), which allows you to easily and accurately establish the correctness or error of action. These results are quantified in scores according to a certain scale. Thus, the qualitative quality of the tests allows to ensure the objectivity and unity of the verification, the independence of the evaluation of the results from the individual judgment of the reviewer.

3. Clear definition of the forms and contents of the task and the whole structure of the test makes the test control economic, that is, allows you to check both a large group of students and a significant amount of material for each subject.

4. Carefulness of the preparation of the test in accordance with the established rules and preliminary experimental verification to improve the editors of the test.

5. Strict regulation of the testing procedure [6, pp. 96-112].

A test as a control document or methodological development is a set of tasks that can be divided into subtitles for the testing of certain types of speech activity (listening, speaking, reading, writing) or aspects of speech (phonetics, grammar, vocabulary).

There are different types of tests, but the only system of classification of tests to date is not yet developed by pedagogical science.

The most complete classification of target, functional and informative features, as well as formal features, is presented by I. A. Rapoport, R. Selge, I. Sotter in the manual for teachers "Tests in the teaching of foreign languages in high school" [8, pp. 32-39].

They identified the following subgroups of tests:

1. For the purpose of application:

– fixing tests;

– diagnostic tests;

– prognostic tests.

2. By type of control:

– tests of current control;

– tests of border control;

– tests of final control (end of the school year);

– tests of final control (completion of the course).

3. By the status of the control program:

– standardized tests;

– non-standard tests.

4. By object of control:

– tests that measure the absorption of linguistic material;

– tests that measure the formation of language skills.

5. By the nature of the controlled activity:

– tests of linguistic competence;

– tests of communicative competence.

6. By the direction of test tasks:

– discrete tests;

– global tests.

7. For correlation with norms or criteria:

– tests oriented to the norm;

– tests focused on the criteria [8, pp. 42-49].

Classification of tests according to formal (external) features includes:

1. According to the structure and method of processing the answer:

– election tests;

– tests with a freely constructed answer.

2. By the nature of the sample responses:

– alternative tests;

– multi-choice tests;

– cross-choice tests.

3. For homogeneity of tasks:

– speed tests, which consist of equally complex tasks;

– complexity tests, which are more complicated to the end of the tasks [8, pp. 51-53].

The basis for the separation of tests for machines and machines is the following criterion – the method of presenting the stimulus and the possibility of operational feedback. In the printed form, in a tape recorder or a combination of these methods, there are machine tests. Their execution is checked with help of control matrices, keys, allowing to minimize the processing time of the results [7, pp. 52-54].

Now more and more used computer, computer tests. The control program installed in them allows you to sum up scores for a set of tasks immediately after execution.

In order for the foreign language test to be a high-quality meter, it must have a number of characteristics. Among them the most important are validity, reliability, economy, authenticity.

Validity means the suitability of the test results for the purpose for which the testing was carried out. If the test allows you to check all that is conceived by the authors, it is considered valid for the controlled learning

content. Validity depends on the quality of the tasks, on the degree of completeness and depth of coverage of the content of the training material in the test tasks.

Reliability reflects the degree of constancy, stability of the test results. Reliable test is considered, which gives stable results in case of repeated conduct, provided that the level of training of the subjects has not changed.

The cost-effectiveness of a test is the ability of a particular test to give maximum reliable information about the test with minimal time and effort to assemble, conduct, test and test the test [5, pp 13-19].

Authenticity, or so-called authenticity, the test is achieved through the choice of authentic texts, the creation of test situations, close to the real conditions of communication. The degree of authenticity of test materials is a serious methodological problem. It is due to certain difficulties of the socio-cultural plan that students who study a foreign language outside the language environment experience. The testers do not always cope with communicative tasks that reflect situations of job search, hotel accommodation, etc. Due to the lack of sufficient experience, the differences in Ukrainian language behavior from the behavior of foreigners in the same situations. The task of the examiner is to hold an artificial, alternate exchange of replicas into genuine communication, prompting those who have been tested for intellectual and speech activity [4, pp. 34-36].

In our opinion, it is possible to use different methods of assessment in checking the competencies of students, but due to the fact that in recent competitions, competitions, cognitive games, students are offered tasks in the form of testing, more appropriate attention to this method. In addition, test control – is an operational verification of assimilation quality, immediate correction of errors, a high degree of objectivity of the results, filling gaps. This way, it enables the teacher to quickly test students' knowledge and

without having to waste time and effort to process the information received. Another advantage of the tests in comparison with other forms of control is that all students are on equal terms, which allows to objectively compare their achievements; the teacher's subjectivity is excluded; test results are subject to statistical processing. The use of test tasks allows the teacher to determine how students form certain competencies, as well as to analyze their pedagogical activity. Students will be able to learn about their achievements or gaps in their studies, compare their results with the standard, thus, students develop self-control. Parents have the opportunity to learn the learning outcomes of their children [1, pp. 96-97].

Many language textbooks for primary classes have self-testing tests as well as validation tests at the end of each section. During the transition to the next phase of the training course, such an examination is required, which allows feedback, which ensures the management of the learning process, and contributes to its effectiveness. The tests are aimed at showing the teacher and students disadvantages during the training that arise for one reason or another; to identify students who are experiencing serious difficulties in mastering the educational material, as well as motivate the students to repeat the entire educational material, which is a section of the textbook.

In elementary school, teachers conduct tests that cover grammar and vocabulary of the section, the skills and skills of word formation, covering all types of speech activity. The tests have tasks that control spelling skills, phonemic hearing, pronunciation skills, and communicative skills [2, pp. 11-13].

The test method includes three steps:

– preparation of the assignment;

– task execution;

– summing up [8, pp. 56-58].

The systematic use of reading tests stimulates the independent work of schoolchildren at home and during the classroom, enhances the intellectual load of the lesson, promotes the ability to summarize the basic facts presented in the text.

Test control is appropriate for all types of speech activity. Very useful, according to many teachers, grammar tests. The most effective tests in learning foreign languages are the tests of listening, as it is very important to listen to a foreign language to learn to speak a foreign language.

Test in the learning process can be rightly applied in the preparatory exercises when used can be very promising in terms of better organization and proper training for each student. But this does not mean that the test should supplant other language, training exercises, but it is advisable to supplement their tests in the learning process, especially given that the test can be offered for group and individual work, both in the classroom and at home. The correctness of its execution can be verified by the students on their own, by the key [7, pp. 45-47].

The test serves as a preparatory stage for the external independent evaluation. Before the teacher of English in a modern school, the main task – not only to give students knowledge about the subject, but also to teach them to apply knowledge in practice: to make an external independent assessment. It is important to form a student's confidence in the ability to perform test tasks to a high grade.

The process of learning English is determined by the purpose of acquiring students a certain amount of knowledge in the field of grammar, speaking, reading and listening. Necessary element of the educational process, along with the information, its development is the assessment of students' knowledge.

Computer testing in itself is untraditional, because we are all accustomed to the tests performed on paper. Compared to traditional forms of control, computer testing has several advantages:

– fast receiving of results;

– objectivity in the assessment of knowledge;

– allows obtaining reliable information about pupils' possession of certain competences;

– enables the teacher to correlate these data with the objectives set at this stage in teaching and to timely correct the process of assimilating new knowledge;

– computer testing is more interesting in comparison with traditional forms, which influences the increase of pupils' cognitive activity and creates positive motivation in them [3, pp. 19-23].

Before starting to work with computer tests, it is necessary to form the contents of test tasks, to distribute them by types and level of complexity and to create the software content of the test. Of course, benchmarking is difficult, it takes a lot of time, but it's worth it because the performance of the tests is high, because they are not only controlling, but also educational. Students will be able to see which tasks they make mistakes, do the test again, and not only get the correct performance, but also remember the desired material. Virtually every topic that is studied about the country of the language under study, you can make similar tests.

Conclusions. Summing up, we want to note that test technology is becoming the most promising form of evaluation. As the experience of many teachers shows, testing allows you to quickly and objectively check the level of knowledge of students, timely eliminate the gaps in the mastering of the material. Testing the test results takes much less time compared with other types of controls. Students have the opportunity to independently test their knowledge through testing. The standardized

evaluation form used in the tests allows you to relate the level of achievements from the subject as a whole and its individual sections with an average level of achievement in the class and the level of achievement of each. Test control enhances students' interest in the subject.

I would also like to emphasize the need for a comprehensive approach to controlling the level of foreign language learning. Students must demonstrate language proficiency in the course of testing, ie the ability to use their available grammatical, lexical, phonological, linguistic and pedagogical knowledge in the following types of speech activity:

– listening comprehension (listening) during linguistic interaction, as well as short messages, announcements, dialogues;

– speaking, participating in an oral interview, role-playing game, building a statement in the form of a description of a picture or a story in a series of pictures;

– reading with understanding of the main content of the text;

– writing a letter, greetings, filling out a questionnaire, drawing up a plan or abstracts of the read, listened to the text.

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