

Література:

1. Тарара А. М. Інтуїція і асоціації у процесі навчання учнів проєктуванню і конструюванню технічних об'єктів. *Інноваційні наукові дослідження в галузі педагогіки і психології* : матеріали Міжнародної науково – практичної конференції. Запоріжжя, 2022. С. 43–46. URL: https://lib.iitta.gov.ua/730289/1/Teza_Tarara_2022.pdf

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ALTERNATIVE CONTROL IN TEACHING A FOREIGN LANGUAGE AS A MEANS OF IMPROVING THE QUALITY OF LANGUAGE EDUCATION

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Introduction. To effectively manage the process of mastering knowledge and the quality of the educational process on the basis of objective indicators that uniquely determine the results of education, independent control is necessary, based on the theory, technique and technology of modern pedagogical measurements of the level of educational achievements of students, which necessitates the improvement of the theory and technology of control procedures, the need to increase the efficiency of using the results of control by promptly responding to the individual characteristics of the preparedness of students.

In the methodology and linguodidactics, the anthropological approach to the consideration of the essential processes and phenomena of speech communication, to the understanding of the language not only as a product of the development of society, but also as a means of thinking, is increasingly being strengthened. In this regard, an important direction in the language training of different categories of students is the promotion of the student as a subject of the educational process to the rank of the central element of the methodological system. It is the student who becomes the starting point in constructing the content of education in general and in the analysis of the processes of teaching a foreign language in particular.

A contradiction arises, which lies in the fact that the prevailing interest in methodological research in testing as the most relevant form of control in teaching foreign languages today does not correlate with the principle of anthropocentrism dominant in science, which gives rise to a number of unresolved contradictions. The traditional standardized, unified control procedure in the form of testing, aimed mainly at increasing the objectivity of pedagogical measurements, does not take into account the process of creating favorable conditions for the self-realization of the personality of students, the development of their cognitive abilities.

Thus, the current situation with control in teaching foreign languages reveals the main problem, which is that the desire to increase the objectivity of pedagogical measurements leads to the unification of language testing without taking into account the individual characteristics of students, their cognitive styles.

Aim. The purpose of the study is to consider the concept of alternative control in the field of teaching a foreign language to increase the objectivity of the procedure of pedagogical measurements and to create conditions conducive to the fullest realization of the cognitive potential of the individual.

Materials and discussions. Noting the indisputable advantages of testing: objectivity, efficiency, standardization of control and evaluation procedures, it cannot be considered a panacea. Like any means of control, pedagogical testing has its drawbacks. First of all, the desire for objectivity, unification makes impossible any measurements related to the personality of the student, his personal characteristics; affecting the test result; his cognitive difficulties arising in the process of testing; his cognitive strategies used in the testing process; his personal potential of cognitive activity. Evaluation of the quality of language teaching can be aimed at finding reserves for the effectiveness of this process, taking into account the individual differences of students, the complexity of the test task and the conditions of language testing. Therefore, the desire of the researcher to improve the existing traditional procedure of language testing, to offer an alternative, more effective, is logical; from our point of view; the procedure of alternative language testing, which occupies a key position in the general system of alternative control of students' knowledge of a foreign language.

The best conditions for using the reserves of cognitive activity are created by long-term monitoring of educational and control activities carried out over a long period by the students themselves. It is monitoring that is the main direction in the search and implementation of forms of alternative control in teaching a foreign language, as it allows you to identify not only the results obtained, but also the reserves of cognitive activity. At the same

time, it is not the student's rating at a particular moment of the educational process that is of decisive importance, but the dynamics of the indicators obtained.

During the monitoring of language testing, attention is drawn to the formation of the components of communicative competence, test strategies of students. For this purpose, the dynamics of students' use of various test formats, strategies before, during and after testing is revealed, as well as the cognitive strategies used are revealed. In the course of monitoring, the developing skills of students are observed, which can be determined as their ability to identify sources of cognitive difficulties, to seek and find ways to overcome emerging difficulties and actually improve their test scores.

Conclusions. Alternative control in teaching a foreign language, in particular, alternative testing as a test of students' achievements in mastering a foreign language in the course of long-term monitoring of educational and test activities with the help of a training-test-portfolio, turned out to be very effective for turning testing into teaching, improving learning performance and self-realization of the cognitive abilities of the personality of students.

Monitoring of students' learning activities can be effectively carried out with the help of a learning and test portfolio. This portfolio includes test tasks of a standardized nature, as well as educational and creative tasks at the choice of the teacher and students. The structural components of monitoring as self-observation in teaching are its purpose, objects, subjects, participants and means. In the course of monitoring, the development of the communicative competence of students, the formation of their test strategies, as well as developing skills are monitored. The objectivity of the obtained results is confirmed by the data of multivariate statistical analysis. In addition to quantitative results, the monitoring data is supplemented with materials from the diary of students' self-observations and interviews with them. Alternative language testing is individually oriented. This means that the study and test portfolio of students, while maintaining its main components, may differ in the nature and number of completed tasks. Such testing is carried out in the process of learning activities and fully reflects the content and forms of both learning and teaching. The alternativeness of measurements involves long-term monitoring by students of their own results with their analysis and the search for reserves to improve results. It involves the formation of adequate self-esteem in students in connection with real cognitive achievements. Alternative language testing is aimed at identifying signs of the development of students' cognitive activity.

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