



Ім'я користувача:
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Дата перевірки:
10.05.2021 17:51:20 EEST

Дата звіту:
10.05.2021 20:37:48 EEST

ID перевірки:
1007810080

Тип перевірки:
Doc vs Internet

ID користувача:
100006701

Назва документа: Приходько Людмила Олегівна

Кількість сторінок: 51 Кількість слів: 17388 Кількість символів: 122084 Розмір файлу: 565.22 KB ID файлу: 1007907202

5.21% Схожість

Найбільша схожість: 2.48% з Інтернет-джерелом (<https://www.readingrockets.org/article/student-progress-monitoring-w>)

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Сторінка 53

Пошук збігів з Бібліотекою не проводився

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0% Вилучень

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Модифікації

Виявлено модифікації тексту. Детальна інформація доступна в онлайн-звіті.

Замінені символи

1

Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

Реєстраційний № _____

Кваліфікаційна робота
ЕФЕКТИВНІ МЕТОДИ ОЦІНЮВАННЯ НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ УЧНІВ

ПРИХОДЬКО ЛЮДМИЛА ОЛЕГІВНА

Студентка 4-го курсу

Освітня програма 014 Середня освіта. Мова і література (англійська)
Ступінь вищої освіти: бакалавр

Тема затверджена Вченою радою ЗУІ
Протокол № 7 /27 жовтня 2020 року

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Робота захищена на оцінку _____, « ___ » _____ 2021_ року

Протокол № _____ / 202_

Закарпатський угорський інститут ім. Ференца Ракоці ІІ

Кафедра філології

Кваліфікаційна робота

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Виконав: студент(ка) 4-го курсу

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Берегове
2021

**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education
Department of Philology**

**EFFECTIVE METHODS TO EVALUATE LEARNERS` LEARNING
ACTIVITY**

Bachelor`s Thesis

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Beregszász – 2021

ЗМІСТ

ВСТУП.....	7
РОЗДІЛ 1. ТЕОРЕТИЧНІ ПЕРЕДУМОВИ ДОСЛІДЖЕННЯ	
1.1. Суть оцінювання навчальної діяльності учнів	9
1.2. Цілі та принципи оцінювання в процесі навчання.....	10
1.3. Функції, форми та роль оцінки	11
1.3.1. Корисність оцінювання в сучасній школі.....	13
1.4.1 Особливості контролю та оцінювання при вивченні іноземної мови	13
1.5. Моніторинг успішності студентів.....	13
1.6. Зворотний зв'язок.....	15
РОЗДІЛ 2. СИСТЕМА ОЦІНЮВАННЯ НАВЧАЛЬНИХ ДОСЯГНЕНЬ УЧНІВ.....	21
2.1. Особливості застосування тестового контролю на уроках англійської мови	21
2.2. Оцінювання в початковій школі	24
2.3. Умови ефективного використання тестових методів у контролі читання учнями середньої школи	27
2.4. Оцінювання результатів контрольних завдань учнів.....	29
1.4.1. Методи стимулювання учнів до відповідального навчання та відображення результатів	31
РОЗДІЛ 3 МЕТОДИКИ ОЦІНЮВАННЯ НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ УЧНІВ У МОЛОДШИХ І СТАРШИХ КЛАСАХ СЕРЕДНЬОЇ ШКОЛИ.	35
3.1. Учасники дослідження	35
3.2. Засоби дослідження	35
3.3. Хід дослідження.....	36
3.4. Результати дослідження	36
ВИСНОВКИ.....	40
СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ	43
РЕЗЮМЕ	45
ДОДАТОК А.....	48
ДОДАТОК В	51

TABLE OF CONTENTS

INTRODUCTION	7
CHAPTER I THEORETICAL PREREQUISITES OF THE RESEARCH	
1.1 The essence of evaluation of learners` learning activity.....	9
1.2 Goals and principles of evaluation in the learning process	10
1.3 Functions, forms and role of evaluation	11
1.3.1 Usefulness of evaluation in modern school	13
1.4 Types of evaluation.....	13
1.4.1 Features of control and evaluation in the study of a foreign language	13
1.5. Monitoring student progress	15
1.6. Feedback.....	15
CHAPTER II SYSTEM OF EVALUATION OF STUDENTS' LEARNING ACHIEVEMENTS	21
2.1 Features of application of test control at English lessons.....	21
2.2 Evaluation in primary school.....	24
2.3 Conditions for the effective use of test methods in the control of reading by high school students	27
2.4 Evaluating the results of students' control tasks	29
2.4.1 Methods of stimulating students to responsible learning and reflecting the results	31
CHAPTER III COMPARISON OF METHODS OF EVALUATION OF PRIMARY AND HIGH SCHOOL PUPILS' LEARNING ACTIVITY	35
3.1 Participants of the research	35
3.2 Research instruments	35
3.3 Procedures of the research.....	36
3.4 Findings of the research	36
CONCLUSION	40
REFERENCE LIST	43
SUMMARY	45
APPENDIX A	48
APPENDIX B.....	51

INTRODUCTION

Topicality: Many recent studies have focused on problems of evaluating learning activities. The greatest value of education is the personality of each student. The main task of education is to create conditions for the development and formation of each human being as a person. Arise a need to find the most effective modern teaching technologies. The issue has grown in importance in effective modern technologies and methods of assessment. This bachelor thesis will focus on account of different types of testing and finding effective methods of evaluation.

The Object: The main object of this research study is finding the best way to improve a variety of assessment and try find the most effective modern teaching technologies. Assessment of school accomplishments.

The Subject: Different types of modern learning technologies and process of using modern teaching technologies in learning. Standard, techniques and ways of evaluation and assessment of Primary and High school pupils' learning activity. Evaluation activity of a teacher in a modern school.

The Aim: The aim of this study is to evaluate effectiveness of assessment and effective methods to evaluate learners' learning activity. Defining the problem of assessment in a modern school.

Tasks are as follows:

- 1) Study the condition of the problem of evaluation of Primary and High School Pupils
- 2) Analyze the features and standard or rules of assessment
- 3) Show the advantages and disadvantages of methods evaluation
- 4) Select content material on research topic
- 5) Highlight the most effective modern techniques of teaching technologies.

Monitoring learning outcomes is an important part of the learning process. Its task is to test students' mastery of educational material and the achievement of lesson objectives. The control of results performs all three functions that are inherent in the learning process and has a clear educational, didactic and developmental value. The learning value of control enables students to adjust their knowledge. Its educational value is actual great. Supervision teaches students to systematically work on themselves and report their knowledge to the teacher and the class. Students develop purposefulness, independence, responsibility and the desire to achieve better results. Control nurtures perseverance and diligence, the ability to overcome difficulties, that is, forms the moral qualities of the individual. Systematic control contributes to the formation of self-control skills. The main requirement for control is its systematic nature. Supervision is important for the teacher because it allows the teacher to study his students and adjust the learning process,

it is also important for parents who want to know about their children's progress. Control helps the teacher to manage the learning process.

The evaluation corresponds to all functions which are realized in the course of training, in its process should define, whether the level of mastering of knowledge corresponds to the set purposes in general.

Man in the process of life constantly evaluates the objects, phenomena, situations, actions and ideas of different people, their own capabilities, actions and results of their actions; provides and takes into account how they can be valued by others. Formulating estimates, a person affects others, and also constantly feels the influence of the ratings of other people. Even an incomplete list of some varieties of evaluations suggests that they are necessary for a person to organize interaction with the substantive world, with other people, with society.

So, conscious self-regulation is, in essence, a process of constant evaluation of conditions, own capabilities, current and final results of activity, the importance of the goals themselves, their individual characteristics. An important place in the pedagogical activity of the teacher occupies an important place. He checks the results of studying students, the systematic performance of their tasks, controls the course of the educational process, displays and records the results of children's activities in the relevant reporting documents.

The reform of the system of general secondary education, in particular its initial level, actualized in Ukraine the search for ways to improve the educational process aimed at educating an initiative, self-sufficient, creative personality of a student who meets the requirements of the third millennium.

An important component of educational reforms is also the improvement of the system of evaluation of educational achievements of students of secondary schools. Under the condition of optimal organization of educational process, evaluation helps to develop the memory, thinking and language of students, systematizes their competence, promptly detects miscalculations of the didactic process, demonstrates the results of individualization and differentiation of training, helps the teacher to get information about the course of educational and cognitive activity of students. At the same time, the humanization and democratization of education, the reorientation of school education from the information and reproduction process to a personally oriented, whose purpose is the student's creative development, also require changes in approaches to assessing the educational activities of junior pupils. In modern conditions, it should be based exclusively on positive principles, taking into account, first of all, the level of achievements of the student, and not the degree of its failures, miscalculations. Student knowledge control is an essential part of the educational process. The success of the students depends to a great extent on its proper implementation.

Pedagogical assessment is an important condition for the formation of a positive attitude towards learning when creating an emotionally positive educational atmosphere in the classroom. The most effective influence on pupils' activity will be the teacher's assessment when psychological and pedagogical conditions of its influence are taken into account: benevolent attitude towards children; evaluating not only the result but also the efforts of each child; motivation and objectivity of assessment, individual approach; the attitude of the student to the teaching, the teacher and the peers; awareness of the requirements of the teacher, the response to the assessment, its impact on the activity, the teacher's belief in the strength and ability of students, the creation of real conditions for success in learning.

Nowadays, all participants in the educational process faced the problem of improving the quality of education, its adaptation to new standards. Currently, pedagogical control is of particular importance, as there is a revision of the concept of "quality education". Therefore, the urgent problem of improving the effectiveness of pedagogical control. The effectiveness of systematic control and evaluation of learning outcomes is necessary in order to obtain a general judgment that the objectives of training are accurately and fully implemented, as well as timely make the necessary adjustments, encourage students to successfully master the school material.

The examination and evaluation of material mastering by the students perform educational and educational functions. With their help, the level of knowledge that children have gained, achievements and disadvantages in their preparation, the effectiveness of the teacher, determines the readiness of students to further education. From the way the student checks and evaluates knowledge, the discipline, the attitude of students towards classroom and homework, the formation of interest in the subject, as well as the education of such important personal qualities as independence, initiative, hard work, etc., depends on. Therefore, based on the importance of the problem and its relevance for the modern school, the theme of the coursework was chosen.

The purpose of the bachelor thesis is to study the forms and types of pedagogical control in a modern school and its impact on the quality of education.

PART 1

THEORETICAL PREREQUISITES OF THE RESEARCH

1.1. The essence of evaluation learners` learning activity

Monitoring the effectiveness of learning is a mandatory component required at all stages of learning. It is especially important to do it after completing any section of the program or after completing a single topic.

Evaluation is both an object of theoretical research and a sphere of practical activity of a teacher. With the help of control, you can identify the advantages and disadvantages of new teaching methods, establish a relationship between planned, implemented and achieved levels of education, compare the work of different teachers, assess the achievements of students and identify shortcomings in his knowledge, give the head of the institution objective information for management decisions.

The concept of "evaluation" in relation to the learning process has several interpretations. On the one hand, evaluation is an integrally didactic and methodological system of testing activities. This is an interconnected joint activity of teacher and students in the leading role of the teacher to identify the results of the educational process and to increase its effectiveness. On the other hand, in relation to the usual learning process, control means identifying and evaluating the results of students' learning activities.

1.2. Goals and principles of evaluation in the learning process

The main purpose of the control of knowledge and skills is to identify the achievements, successes of students, to show ways of self-improvement, deepening knowledge, skills, in order to create conditions for further involvement of students in active activities. This goal is primarily related to certain qualities of learning material - the level of knowledge, skills and abilities provided by the subject program. Secondly, the specification of the main purpose of control is associated with teaching students the techniques of mutual control and self-control, the formation of the need for self-control and mutual control. Third, this goal involves educating students in such personality traits as responsibility for the work done, the manifestation of initiative.

If we list the objectives of evaluation of knowledge and skills, we can say that evaluation performs the following functions: controlling; educational; diagnostic; prognostic; developing.

The controlling function consists in revealing the state of knowledge and skills of students, the level of their mental development, in the studied degree of mastering the techniques of cognitive activity, skills of rational scientific work.

With the help of evaluation, the initial level is determined for further mastering of knowledge, skills and abilities, the depth and volume of their mastering are studied. Comparison of planned and actual results, and determination of the effectiveness of the teacher's use of forms and means of conducting the lesson.

The educational function is to improve knowledge and skills. Students not only repeat previously learned but also apply knowledge to a new situation.

The knowledge test helps students to highlight the main aspects of the whole material and make their knowledge clearer and clearer. Control provides generalization and systematization of knowledge.

The developmental function is to stimulate the cognitive activity of students. In the process of control develops memory, will, imagination and thinking of students.

The prognostic function of control allows the teacher to predict the course of a certain process on the basis of the test and to find out whether the material, skills and abilities are fully mastered for further study of new topics or sections. With the help of the forecast, the teacher plans and implements the learning process.

These control functions emphasize its importance in the learning process. They can relate to each other in different proportions and in different combinations.

Monitoring should be objective, focused, regular and individual. These characteristics form the principles of control.

1.3. Functions, forms and role of evaluation

Among the means of pedagogical influence on children, one of the very important is the evaluation. Educational assessment, thus, is the main regulator of the behavior and activities of the child. There are disciplinary (aimed at the development of personal responsibility, diligence, dedication, and other personal qualities) and educational (aimed at improving the results of learning activities, forming motives of studying) function of evaluation. Pedagogical assessment carries out two important functions: correlation and motivation. In its first function pedagogical assessment serves as an indicator of certain results and the level of achievements that one or another student has achieved in his educational activities.

Motivational function of pedagogical assessment is related to the inductive influence on the personality of the student, causing significant changes in the self-assessment of the child, level of her claims, behavior, in the ways of educational work, in the system of relations between all participants in the educational process. Under the influence of these shifts accelerate or slow down

the pace of mental development, there are qualitative transformations in the structure of cleverness, personality and cognitive activity of the student. Teacher's assessment also depends on the state of health of children, their mental tone and their ability to work from external conditions. In grades during the first years of study, the teacher does not use the assessment as a form of assessment of the current performance of children. (Beck, p. 44) Only the meaningful assessment of the student's work is left. The teacher must constantly take into account the influence she has on each individual student, how she influences the educational work, on the formation of the individual. If the ratings (positive or negative) are repeated over a significant period of time, then the feelings that they are called are repeated. Against the background of a good emotional state, due mainly to positive assessments formed cognitive motives of learning, the development of diligence. Positive emotions are, at first, the main stimulus for new efforts, "it is necessary" to turn into a "want". If a negative assessment takes place, it causes a sense of dissatisfaction, failure, children lose hope for success, and uncertainty entails. This is the inhibition of the educational activity of the child. Children who the teacher condemns at all times tend to avoid contact with their mentor, try to attract less attention, prefer passive forms of work. Such way of teaching turns around the complete exclusion of the child from the educational work, the formation of shyness, passivity, anxiety and lower confidence of the student.

Pedagogical assessment in primary school becomes one of the main regulators of intra-collective relations of children, an important factor determining the place of personality in a team. Children often consider themselves offended, evaluated unfairly. Such a side effect should be avoided. The basis for evaluation is the criterion of relative success: the present achievement of the child is evaluated in comparison with that which characterized it yesterday. Taking into account the real educational possibilities of the child, the concrete level of its achievements, and the measure of diligence, persistence that was invested in the achievement of the estimated result.

1.3.1 Usefulness of evaluation in nowadays school

Based on the learning process, monitoring and evaluation of students' knowledge, skills and abilities is an integral part of the learning process. On the one hand, the final component of mastering certain content information, and on the other - a kind of connecting link in the system of educational activities of the individual. The evaluation performs various functions in the learning process and has an educational value. First of all, it helps students develop their knowledge, reproduce them in oral or written speech. Until knowledge is expressed in speech, they cannot be consciously mastered, cannot be strong. Consequently, the examination helps first of all to comprehend and consolidate the knowledge, to improve it. In the end, it contributes to

improving the quality of educational work, the quality of the educational process in general. (Shchukina,1988)

The purpose of evaluation is to determine the quality of learning material, which is often understood as controlling the knowledge, skills and abilities of students. It is believed that it can increase the responsibility of students for the consequences of their educational work. Detailed criteria for assessing the knowledge, skills and abilities of students from each subject cannot naturally be used to assess the competencies that are a qualitatively more complex system of subject formation, which is not limited to knowledge and skills.

The main drawbacks of the current control and evaluation system are: - Insufficient account of age and individual characteristics of students, standardization of evaluation approaches at all three stages; - Psychological discomfort in the classroom; - Low variation in the use of existing control methods, their weak integration; - The only approaches to the assessment and control at all educational levels of the secondary school and in all types of vocational education institutions, the lack of differentiation of assessment technologies depending on the features of the subjects, especially in the secondary school; - Insufficient logical interrelation of the evaluation process with the preliminary stages in the organization of knowledge acquisition.

Consequently, the assessment becomes a personality profile, affecting all spheres of life and regulating communication with other participants in the educational process. The evaluation "affects the student's consciousness and feelings," "empathizes not only the students, but also their friends, parents," it develops a sense of collectivism and sociability, dignity and responsibility, endurance and ability to control their actions, strengthens the will and raises responsibility for work done. Such an approach is significantly different from the traditional understanding of the essence of control and evaluation activity, as more focused on individualism, self-esteem and orientated on the motives of cognitive activity that do not have a personal significance. According to it, the child first wants to assess, hoping only for its positive forms and expressions. But over time, it is convinced that educational activity does not always correspond to the level of personal requests that further negative impact on the individual characteristics of the student. Already in the junior class, the basis of conscious attitude towards learning as a work is laid. Knowledge is the main product of the learning process, which by its nature is a broad and multifaceted concept. Already in primary school, the basis of conscious attitude towards learning as a work is laid. Knowledge is the main product of the learning process, which by its nature is a broad and multifaceted concept. An important component of the educational system in the educational institution is control. However, it should not be decisive in assessing the level of student development, his success in the process of knowledge. An important component of the educational system in the educational institution is control. However, it should not be decisive in assessing the

level of student development, his success in the process of knowledge. The need for a modern school to improve the educational process can be satisfied only through the use of control and evaluation on the results of cognitive activity.

1.4. Types of evaluation

Evaluation is an integral part of learning. Depending on the functions it performs in the learning process, we can distinguish the following three main types: previous; current; final.

The purpose of prior evaluation is to establish the initial level of knowledge of students, cognitive activity and individual personality development. The success of the study of any topic depends on the degree of mastery of those concepts, terms, etc., which were studied in previous classes. If the teacher does not have information about it, he is deprived of the choice of the optimal method of teaching. The teacher receives the necessary information after a preliminary control of knowledge. The latter is needed to record the initial level of knowledge of each student. The comparison of the initial and the obtained result allows the teacher to measure the "growth" of knowledge, the formation of skills and abilities, the effectiveness of pedagogical activities, to assess the professionalism of the teacher.

The evaluation not only serves as feedback, but is also designed to give students an idea of the results achieved. This type of evaluation is called final. The result can be a single topic or a whole subject. Final evaluation is carried out at the end of the academic semester, as well as at the end of the year. It is at this stage of the didactic process that all educational material is systematized and generalized (Делікатний, р. 23-26).

Depending on who controls the activities of students, it is divided into three types: external (performed by the teacher over the student's activities); mutual (carried out by students on the work of a friend); self-control or self-analysis (students themselves analyze their activities).

1.4.1 Features of control and evaluation in the study of a foreign language

Controlling, as a rule, the presented factor in the learning process is any subject that was previously a foreign movement. The choice suggested not only to establish the level of academic success, but to achieve shortcomings in the knowledge, skills and abilities of students and the same need to change, which must be made in the methodology of work.

Work control does not correspond to the established system of foreign language teaching and is specially developed in this system. Unlike his own foreign language learning, he trusts the foreign-language speech navigation and constantly and then retells that he has to assess his strengths.

As a complex system of teaching in a foreign language controls those that perform certain functions, the implementation of these results is realized on the effectiveness of the educational process. It is a feedback function that responds, learns and develops.

The feedback function is the main function that implements the process of managing foreign language learning. Always the manager may have implemented a system of foreign language teaching, support for the regime and the purposefulness of its activities and the implementation of its programs. He gave feedback during the study of a foreign language in two pressures: to study and to study. Feedback that works in the learning process does not use learning services. You are looking to use the best successes / inability to process the process of mastering in another way, which have achieved the most modern results in learning, conduct diagnostics by children in speech activity, using the degree of appropriate tactics, studying the real need. We try to assess the methods of situations and make the necessary useful changes regarding the methods, opportunities and methods of training, the choice to justify, the mode and duration of their training, as well as professionals involved in all educational work in educational institutions. (Stipek, p.112)

1.5. Monitoring student progress

Making learning assessment explicit: learner benefits. That means they are constantly getting feedback on their language competence. Making assessment helps learners to set their own learning objectives, which, in turn, should result in more learner independence. It can be evaluation during a lesson. (e.g. concept checking, drilling, controlled/semi-controlled oral/written language practice, freer oral/ written language practice, spoken fluency activities, free writing tasks, reading and listening comprehension tasks). Typical learning aim of drilling is to provide highly controlled practice of new language. The aim is checking that learners have comprehensible pronunciation of new language. Learning aim of freer oral practice is to provide learners with an opportunity to use new target language in a meaningful context. Learning assessment aims are understanding of concept, phonological comprehensibility, ability to integrate new forms with discourse (contextualization), interactional skills, ability to manipulate form. (Омельченко, p. 46)

Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. You are probably already familiar with the goals and objectives that must be included in the Individualized Education Plan (IEP) for each child who receives special education services. (Омельченко, p. 87)

A teacher who uses progress monitoring works with the goals in the IEP, and the state standards for the child's grade level, to develop goals that can be measured and tracked, and that can be used to divide what the child is expected to learn by the end of the year into shorter, measurable steps. For example, the child may have a reading goal that is stated in terms of the

number of words per minute expected by the end of the year. Or, the child may have a math goal that is stated as the number of problems scored correctly on tests covering the math content for the year. Once the teacher sets the goals and begins instruction, then he or she measures the child's progress toward meeting the goals each week. All the tests have the same level of difficulty, so the weekly tests can reflect the child's rate of progress accurately. With each test, the teacher compares how much the child is expected to have learned to the child's actual rate of learning.

If the child is meeting or exceeding the expectation, the teacher continues to teach the child in the same way. If the child's performance on the measurement does not meet the expectation, then the teacher *changes the teaching*. The teacher might change the method being used, the amount of instructional time, the grouping arrangement (for example, individual instruction versus small-group instruction), or some other aspect of teaching. In this process, the teacher is looking for the type and amount of instruction that will enable the child to make enough progress toward meeting the goal. The measurements take from 1 to 5 minutes, so the child should not have the feeling of constantly being tested. In addition, since the teacher measures progress frequently — usually once a week — he or she can revise the instructional plan as soon as the child needs it, rather than waiting until a test or the state assessment shows that the child's instructional needs are not being met. (Барна, p. 54-56)

After each weekly measurement, the teacher notes your child's performance level and compares it to previous measurements and to expected rates of learning. The teacher tracks the measurements on a graph as a way of showing the success of both the teacher and the student. (Барна, p. 70)

1.6. Feedback

Feedback to students gives them information about the success of their learning activities to master foreign language skills and abilities. Such information allows students to self-assess progress in language acquisition and plan their further learning activities.

The assessment function is implemented during the assessment of the results of students' control tasks. Assessment indicates a certain level of proficiency in foreign language speaking activities, allows you to identify students who are successful, is a guide for students and their parents in further activities to learn a foreign language. Assessment is a key indicator of academic performance in official education documents, as well as in reports prepared by school administrations for public education bodies.

The educational function of control is realized on the basis of synthesis of the acquired skills and abilities in operation of the mastered language and speech material in the course of performance of control tasks. The control task by nature is an exercise, the implementation of which requires the student to perform certain speech actions aimed at achieving the goal set in the task. These speech actions are realized due to the functioning of the corresponding speech skills and abilities, as a result of which they are further consolidated and improved. (Beck, 2006)

Thus, during the control tasks the learning process continues.

The developing function of control is realized in three directions:

1. Development of individual psychological characteristics of students who are responsible for the success of foreign language speech activities. Execution of any control tasks in a foreign language is due to the functioning of certain individual psychological characteristics of the student, such as operational auditory or visual memory, flexibility of thinking, phonemic hearing, plasticity of the articulatory apparatus and others. The operation of these mechanisms during the control tasks contributes to their development.

2. Development of special learning skills that allow students to organize themselves during the test, to choose the optimal tactics for performing tasks. On this basis, the volitional qualities of the student's personality, sense of responsibility, ability to self-discipline develop.

3. Development of interest, motives for learning a foreign language. The prospect of receiving the best grade for the control tasks, which can be compared with the grades of other students, encourages each individual student to achieve higher results in their success in mastering a foreign language.

The methodology of teaching foreign languages requires the following requirements for control:

1. Purposefulness. Control should be focused on certain speech skills and abilities, the level of achievement of which is determined and assessed.

2. Representativeness. During the control, all the language and speech material, the mastering of which is checked, must be covered.

3. Objectivity. Monitoring should be extremely objective to ensure the effectiveness of its main functions, namely feedback and evaluation.

4. Systematic. The control becomes effective and justifies itself only if it is carried out regularly in the process of learning a foreign language. Systematic control is implemented in such cases as intermediate control (during the study of a particular topic to determine the level of formation of a particular skill or ability, the quality of learning a certain portion of educational material), boundary control (after work on the topic, cycle, end of quarter), final control (after completion of a certain stage of learning a foreign language).

During the intermediate control, its feedback function is dominant. Based on the results of the intermediate control, the teacher receives information about the success or failure of the organization of the educational process in a foreign language, which allows him to timely adjust the learning activities of students to master a foreign language and their activities to ensure the learning process.

During the boundary and final control, the evaluation function of control comes to the fore, because the purpose of these control tasks is to determine and assess the level of student achievement in mastering foreign language skills and abilities for a certain period of time or at a certain stage of study.

It should be noted that for the implementation of control issues is important not so much the choice of control, as the subsequent work on errors. To do this, the student is offered a series of corrective exercises that help to eliminate his mistakes.

In the methodological literature there are such concepts as mutual control, self-control and self-correction. Mutual control involves the control of mastery of foreign language speech activities by students themselves. Mutual control can be organized, for example, when working in pairs (with individual cards, substitution tables, etc.), when one student checks with the key to the control task of another student. Self-control is a mental skill that provides an educational effect of comparing the results of one's own educational task (program) with the content and external design of the relevant (given) foreign language material. The comparison is made by the student based on the educational material and his own experience in order to further self-correction of the mistake he made, which to some extent was self-aware. Naturally, after the implementation of control (self-control, mutual control, control by the teacher) is self-correction as a necessary action that logically completes the entire cycle of foreign language activities. Under self-correction is understood as an intellectual skill that provides direct correction by the student of a conscious error in order to increase the level of implementation of all educational and control activities in general.

It is known that control, stimulating the learning activities of students, also has an educational effect. However, it will be effective and able to perform its functions only when it is organized and conducted taking into account the specifics of each subject, when the objects of control are correctly defined. When studying subjects that are considered as "basics of science", such as chemistry, history, etc., the objects of control can and should be primarily knowledge of laws, facts, etc., as well as the ability to solve problems or work with map, historical documents. A completely different approach is needed when selecting objects of control when checking the success of mastering a foreign language. The fact is that the main purpose of studying this subject is to master communication in a foreign language, ie the ability to speak this language, understand it by ear, express their thoughts in writing, or read and understand a foreign text. Therefore, only

the mastery of different types of speech skills - reading and comprehension, speech, listening comprehension, writing - can and should be the main objects of control. They show the ability to communicate with a partner. Unfortunately, in many schools, quarterly and annual grades are given on the basis of simply adding all the grades received by the student, when most of them are given in connection with the performance of speech material by the student. Therefore, these assessments do not reflect the degree of real readiness of the student to enter into direct (speech and comprehension by ear) and indirect (reading) communication. To establish the success of the student's mastery of communication in a foreign language should be taken into account primarily assessments for speech tasks: the ability to speak on the topic, participate in conversation, understand a foreign text in voice or writing.

In order to effectively organize and conduct control, it is necessary to clearly present the objects of control that serve as criteria for assessing the level of mastery of foreign language speech activity. If the task of control is to determine the level of students' mastery of foreign language activities, then the objects of control are speech skills and abilities that ensure the success of the organization of this activity. Thus, the objects of control are auditory, lexical, grammatical skills (linguistic competence) and the ability to perform speech activities in speaking, listening, reading, writing, taking into account linguistic and sociocultural features of these types, speech activity (communicative competence).

Depending on the level of education in the secondary school, the student must master a certain level of foreign language communicative competence within the acquired language and speech material. The subject and volume of this material, as well as the duration of speeches, volume and content characteristics of texts for reading and listening, the content of lexical, grammatical and phonetic minimum to be mastered in secondary school, is determined by an official document - Foreign Language Program in secondary schools.

Quantitative and qualitative indicators of speech skills should be taken into account during the control.

As for the technology of control, it occurs at a certain stage of the educational process in a foreign language, provided the implementation of the interaction of such parameters as student activity, teacher activity (or the person conducting control), means and methods of determining and assessing foreign language skills and abilities. specific stage of training.

The student's activity during the performance of control tasks is characterized by independence, lack of help from the teacher, limited time and, through a system of control tasks, purposefulness and controllability.

The activities of the teacher (or the person conducting the control) include clear instruction on the rules and conditions of control tasks, providing students with everything necessary to participate in control work, monitoring students' control tasks, determining and evaluating the results of foreign language speech activities of students. was controlled.

The means of control are specially prepared control tasks, which include instructions (rules) for their implementation and language and speech material learned by students earlier. A necessary condition in the preparation of such tasks is that the instruction should encourage students to implement exactly those speech skills and abilities that are subject to control, and the language and speech material of control tasks should cover all the material, the mastery of which is checked.

According to the form of organization, control can be individual or frontal (group); by the nature of the answers - oral or written; using the native language - monolingual or bilingual; using technical means, using visual aids (drawings, diagrams, tables, etc.), using only paper and pen / pencil, without any aids.

Speech control can be individual oral, using clarity to check in an adequate form of speech mechanisms, speech reaction, the nature of the pause, the situationality of statements. But the content of statements, the correctness of the opinion can be checked in writing face to face. This can be a description of a drawing, writing a work, report, story, etc.

Listening control can be oral or written, individual or frontal, monolingual or bilingual, using technical means, clarity. For example, the control of comprehension of the listened text can be carried out by its translation in a foreign or native language orally or in writing. Here it is important to consider the level of proficiency and spelling skills: the student may fully understand the text, but not speak or spell enough to be able to orally or in writing to explain the content of the text in a foreign language. In this case, the text is translated into the native language. In addition to the translation, these can be answers to questions, making a plan for the listened text, presenting the content in their own words and other tasks.

Reading and writing control can be monolingual and bilingual, individual and frontal, oral or written. Oral comprehension of the text (through speaking) and reading technique (reading aloud) are checked. Bilingual control tasks involve the translation of certain information. Writing control is carried out only in writing, which allows you to check the possession of spelling, graphic skills and the ability to express their thoughts in writing. Dictations, memorization and other tasks can also be used here.

But before proceeding to address the issues of organization of control of skills and abilities in the process of learning a foreign language in secondary schools, it is necessary to dwell on the principle of the approach to control. This implies a special pedagogical approach, which is based

on the desire to establish what students have achieved before the test, what they have mastered, what they have learned.

Along with the evaluating factor in learning, an important place is occupied by the psychological and pedagogical factor of learning motivation, the factor of encouragement, ie the ability to show the student what he has achieved, how much he already knows how.

It should be noted that secondary schools are designed to lay the foundations for practical knowledge of a foreign language, to create a basis for possible further development, if necessary. Secondary school is not designed to train specialists in a foreign language, so at the level of mastery of the material, some approximation is possible, ie some deviations from the ideal norm (inaccuracy in pronunciation or use of certain grammatical phenomena at the level of morphology) provided that these errors do not violate act of communication. Thus, if the practical purpose of learning a foreign language is considered to be the leading one, then it is natural to check, for example, how much students learned to read, ie how and how much they understood, how much they were able to express their thoughts in conversation or speech (Mopoz, p. 20).

PART 2

SYSTEM OF EVALUATION OF STUDENTS' LEARNING ACHIEVEMENTS

2.1 Features of application of test control at English lessons

Recently, according to many researchers, methodologists and teachers, one of the most effective ways to control the study of foreign language is a test.

Test control or testing as a term means in the narrow sense of the use and conduct of the test, and in the broad sense as a set of stages of planning, compiling and testing tests, processing and interpretation of test results (Ягупов, 2002).

Linguodidactic testing is used in foreign language teaching. Linguodidactic test is a set of tasks prepared in accordance with certain requirements, which have been previously tested in order to establish their quality and which allow to identify the level of their linguistic and / or communicative competence and evaluate the test results according to pre-derived criteria. The main indicators of the quality of the didactic test are:

Validity is a characteristic of a test that shows exactly what the test measures and how effectively it measures it. The validity of the test means its suitability for determining the level of mastery of certain foreign language speaking skills and abilities.

Reliability is a necessary condition for the validity of the test. The reliability of the test is determined by the stability of its function as a measuring instrument. A reliable test gives approximately the same results with each application.

Differential ability - a characteristic of the test, which indicates the ability of this test to detect passing and failing test subjects, ie with a sufficient and insufficient level of mastery of foreign language skills and abilities.

Practicality - a characteristic of the test, which determines: a) the availability and feasibility of test instructions and the content of test tasks to understand those who perform the test; b) the simplicity of organizing testing in different conditions; c) simplicity of checking the answers and determining the results and evaluation.

Cost-effectiveness - a characteristic of the test, which provides a minimum amount of time, effort and money to prepare the test from planning to publication.

Linguodidactic tests are standardized and non-standardized. A standardized test is one that has been pre-tested on a large number of those tested and has quantitative quality indicators. Preparation of such a test requires painstaking work and a long time. Among the standardized tests that measure the level of proficiency, for example, in English, known as TOEFL (Testing of English as a Foreign Language, USA); PET (Preliminary English Test); FCE (First Certificate in

English). Standardized tests are accompanied by a passport, which contains rules, conditions and instructions for multiple use of the test in different conditions.

The standardized tests are developed by the teacher for his students. Such tests are based on the material of a specific topic to check the level of formation of a particular skill or ability. Non-standardized tests are used during the intermediate control in order to provide feedback in foreign language learning. Non-standardized tests require the determination of all quantitative quality indicators. But it is advisable to identify in such a test very difficult and too easy questions (tasks) and replace them with more acceptable. To determine difficult or easy tasks, use the following method: calculate the percentage of tested who completed the task. If only 15% or less of those tested have completed the task correctly, it can be considered difficult. If 85% have coped with the task, it is considered easy (Minear, 1998, p. 114).

Depending on the purposefulness of the tests are divided into tests of academic achievement, tests of general knowledge of a foreign language, diagnostic tests, tests to identify the ability to learn a foreign language.

In secondary schools, tests of academic achievement are used to conduct intermediate, boundary or final control, the purpose of which is to determine the level of student achievement and mastery of foreign language speech activity at a certain level of education. General foreign language tests are TOEFL tests. Diagnostic tests are used to further divide language learners into groups according to their level of readiness. Tests to identify the ability to learn a foreign language are aimed at identifying specific individual psychological characteristics of the language learner, in order to ensure their timely adjustment and development, which will contribute to the success of mastering speech activity. The test consists of test tasks, which are combined into subtests. The subtest includes test tasks aimed at one specific object of test control (for example, determining the level of grammar or lexical skills, listening skills, etc.).

The test task is the minimum unit of test that involves a certain verbal or nonverbal reaction of the test subject. Each such test task creates a specific linguistic and non-linguistic situation for the test subject. The test situation, which is represented by the stimulus of the task, can be verbal and nonverbal, ie visual (for example, diagram, table, figure, etc.). The verbal stimulus is called the text of the test task. The answer expected from the test subject can also be verbal and nonverbal (picture, action). The verbal response can be selective (ie to provide the choice of the correct answer among other incorrect options, or alternatives) or freely constructed (Ягупов, p 560).

In turn, the selective response is multiple choice (choice of several options), alternative choice (choice of two options), cross-selection (finding the appropriate pairs of "stimulus-response"). A freely constructed answer can be formulated at the level of a single word, a single sentence, a group of sentences, a text. Each test task consists of instructions, stimuli and reactions

to it. The following are examples of some test tasks used to determine the level of mastery of receptive speech skills and abilities.

There are a huge number of different types of such test tasks. In the process of compiling the test, test tasks are selected and organized depending on the purpose of this test. As a rule, a set of tests includes tests to determine the formation of communicative competence in all types of speech activity (speaking, listening, reading, writing). Additionally, tests to test proficiency in lexical, grammatical, spelling skills, etc. may be included.

As mentioned above, the test results should be quantified, based on which the assessment of students' success in mastering foreign language speaking activities is obtained.

To do this, each test task is "evaluated" in points. After testing, the number of points obtained for the correct answers is counted. This number corresponds to the rating scale. For example, the whole test includes 50 tasks. Each task "weighs" 2 points. The maximum number of points will be 100 ($50 \times 2 = 100$). It should be noted that the 100-point ranking scale is the most flexible. To get the "price" of one task, you can divide the number 100 by the number of tasks and get the number of points for one task.

Often the "price" of the task depends on its complexity. Therefore, more points will "weigh" a more difficult task, but in total these points should be the number 100. To derive the evaluation of the success of the text, you can use the following scale: 100% correct answers will be equal to "5", 99% -80% - "4", 79% -60% - "3", 59% -30% - "2", below 30% - "1". For example, if a student scores 87 points for the correct answers, he is given a grade of "4" (Stipek, 2002).

Interest in testing is explained by the fact that it significantly increases the efficiency of the educational process, optimally promotes the full independence of each student, is one of the means of individualization in the educational process. In addition, test control has many advantages over other types of control.

The main difference between the test and, for example, traditional control work is that it always involves measurement. Therefore, the assessment based on the test results is more objective and independent of the possible subjectivity of the teacher than the assessment for traditional tests, which is always subjective, as it is based on the teacher's impressions, not always separated from his personal preferences or antipathies towards a particular student. Thus, the main distinguishing feature of the test is the objectivity, which is guaranteed by the measurement, the function of which is to provide quantitative information about the quality of learning. At the same time, it allows the teacher to check a significant amount of material studied in small portions and diagnose the mastery of this material by most students. But one of the disadvantages of test control today is that the developed methods are aimed at testing the actual knowledge of students and do not take into account the potential for personal development, they are only evaluative, not predictive.

Nevertheless, scientifically sound and methodically competent testing will allow the teacher to achieve such important feedback, which provides management of the educational process, and will thus help to increase the effectiveness of learning a foreign language.

2.2 Evaluation in primary school

The subject of assessment of student achievements is knowledge and skills. Experience of creative activity of students, experience of emotionally-actual attitude to the surrounding activity. The success of the educational and cognitive activity of students is characterized by quantitative and qualitative indicators. What are expressed and recorded in the evaluation of success. Under the assessment of students' achievement, they understand the system of certain indicators. Which reflects their objective knowledge, skills and abilities.

Assessment of knowledge - the definition and expression in terms of units (points), as well as in the judgments (markers) of the teacher of knowledge, skills and abilities of students in accordance with the requirements of the program. (Бондар, p.25).

In order to provide an objective assessment of the level of academic achievement of students introduced a 12-point scale, built on the principle of taking personal achievements of students. There are 4 levels of educational achievements of students, which are characterized by the following indicators:

level - initial. The student's response is elemental, fragmentary, due to initial ideas about the subject of study;

level - average. The student's answer is based on the model; he has basic skills in the training activity;

level - sufficient. The student's answer is logical and complete, correct and well-grounded, but she lacks her own judgments. A student is able to carry out the main types of educational activities;

level - high. Student knowledge is deep, strong, generalized and systematic; the student can apply knowledge creatively. His educational activity is of a research nature, a student can defend his personal position (Делікатний, p.179).

Psychological-pedagogical literature has long been formulated evaluation functions. First, it is information about the student's success or failure on a particular topic, and secondly, with the help of which the teacher expresses his general opinion and judgment about a particular student, and thirdly, there is a guide for his student's knowledge and degree of compliance with their educational requirements programs.

The assessment is considered by psychologists and educators as an incentive: a good assessment is encouragement, and a bad one is punishment. It is known that the extreme values of

estimations did not always have the stimulating force, which has average values. For example, for a student who usually receives grades "2" and "3" from a particular subject, the "4" is an incentive to achieve success.

However, it should be borne in mind that in obtaining an assessment of "5" the schoolboy could partially lose the meaning of further refinement of his studies, since the top five with a five-point rating system will not get the same. In addition, it should be noted that the five-point assessment of knowledge allows you to register and encourage students from such qualities as the ability to memorize and reproduce educational material, correctly apply the acquired knowledge, exhibit sustainability, stability and selectivity of attention in educational activities, be executive and etc.

The new evaluation system in the first place allows to stimulate the student's creativity, namely creative intelligence and abilities (ability to solve non-standard tasks, to put problems, to create original ideas, to conduct research); actually the cognitive activity of the student and his autonomy, the ability to self-control (Критерії оцінювання, р. 79).

The teacher's assessment does not immediately acquire meaningful value for the student. To do this, the following conditions are required: 1) the standard used by the teacher in his assessment of the student and which should be understood by the student himself; 2) the student's confidence in the teacher and his ratings.

The main person in the educational process is certainly a student. The efforts of the teacher are aimed at the student being trained. And the teacher should remember that increasing the motivation of student activity is provided by an assessment of the teacher. The main function of evaluation is the stimulus, which contributes to the formation of positive learning motivation. Consider ways to stimulate academic achievement for schoolchildren.

Listening to students' oral answers, it is necessary to tactfully and accessible instill in them a culture of thought formation. In particular, on samples, supports Explain to the children which answer is considered to be correct, detailed, Where is an example and where is an explanation. To this end, we recommend involving students Grades 3-4 to self-analysis of answers according to certain guidelines. Example,

Did you name all the signs of the concept? In what sequence? Is satisfied

Your answer? Etc.

Defining the great role of oral questioning, At the same time, we emphasize that the use of this oldest and most accessible form of control requires a teacher to be highly focused and focused. The evaluation of the oral answer depends significantly on the subjective ones factors. Acute auditory perception is required, because the answer sounds Once, so you can miss something important. Also, sometimes incompetence The student to construct a sentence prevents him from

speaking, to transfer the available knowledge; shy, insecure children because of feelings of tightness. There are also additional difficulties. Therefore, the oral examination should be supplemented by written forms of control, which also have a long history of development, their advantages and disadvantages. On the one hand, written control saves time and if tasks

Compiled by options, gives a fairly complete and objective information about

Assimilation of material by students. However, the preparation and verification of written tasks, especially the test form, takes a long time. In the process of performing independent written work, it is difficult to notice which of the students needs help, who needs to be asked a leading question, it is not enough coherent logical speech is formed. The methodology of each subject offers a wide range of species. Written test of academic achievement, and this should be able to use, based on the purpose of control, the capabilities of students, the specifics of the material studied. For example, only dictations - the most common types. Written grammar and spelling, analytical and synthetic exercises - In elementary school you can use more than 10 types - auditory, visual, free, creative, selective, "check yourself", combined. Etc. Regarding write-off, note that as a form of verification it is

Used, unfortunately, is limited and monotonous, although there is a very wide range of options for complicating this exercise. Given the significant

The role of pattern and visual memory in the education of younger students, we recommend using the types of writing as a form of verification during

The entire period of initial training. To written forms of control

An effective form of written control is the use of graphics

Response message forms. Examples of such tasks in language lessons -

Drawing up a sound model of a word, sentence scheme, sentence emphasis

(or words), which is the answer to the question, etc. Graphic elements

Control can be applied when students work with individuals. Cards in mathematics lessons (underline the required numbers among several numbers, connect certain segments with a line, complete the construction of a geometric figure, etc.), science (drawing a diagram, illustration), Labor training (reading and drawing self-made drawings). To optimize the control and evaluation activities, we advise teachers within the system of lessons, which are assigned to a section or topic, in advance. Outline the content and forms of oral and written tests, provide a way taking into account the results.

Test work should be feasible, not to exceed the volume and complexity of the exercises that students performed during the study of the topic. To the requirements for the design of the control the work should not bring anything new compared to what was in regular lessons; all questions related to the content of the work, its placement in the notebook, must be answered

before it begins. It is desirable to thematic tests were compiled according to the options and some tasks in them were creative in nature, which would allow not only to test knowledge, but and find out the level of thinking of students.

To save lesson time, it is necessary to establish a certain procedure for collecting completed tests, take care of additional tasks for students who finish work faster.

You should use a variety of techniques to correct student mistakes, using a pen with green paste. Except for the simple strikethrough, you can underline the wrong letter, the whole word or example, in which there is an error, indicate the total number at the end of the work errors, give a sample of correct execution, etc. So, mistakes Should be corrected differently for educational and upbringing purposes.

At this age for personality of the student is very important not so much the assimilation of individual factors, parts, details, and understanding the essence and meaning of the performed actions, they are interested in the synthesis of parts and whole, parts and general, specific actions and general scheme of activity. Arbitrary mental activity and the associated ability to actively regulate behavior provide a high level of intellectual activity available to the senior student. In connection with the above VV Kostina identifies the main features of the management of educational and cognitive activities of high school students:

1) increasing independence, which leads to an increase in the level of self-management influences, necessitates the introduction of self-control and reflection of educational and cognitive activities;

2) selectivity of educational interests and needs

students require the use of a differentiated approach in the process of educational and cognitive activities and reliance on internal learning motivation;

3) the tendency to comparisons, generalizations, systematization, which indicates the growth of the role theoretical thinking of students, necessitates the introduction of a deductive method of presenting material and methods of forming critical thinking (Башманівська, p.131-137).

2.3 Conditions for the effective use of test methods in the control of reading by high school students

One of the main practical goals of teaching a foreign language at school is to teach students to read adapted and unadapted light original texts, as it is necessary to develop oral skills in connection with what is read and based on it. A significant part of this work is done by students independently, especially at the senior stage.

It is known that the instruction when reading the text must be supported by an appropriate form of testing the comprehension of what is read, because (and this is proven in practice) the student reads as it is tested.

In well-known forms of reading control (answering questions, asking questions to the text. Its translation, conversation after reading) the focus is shifted to productive forms of work, some of them require an individual approach to comprehension control and therefore take a lot of time. Given this, the use of such forms of work is not always possible, because in the senior classes of secondary schools for a foreign language is given only 1-2 hours a week.

Recently, much attention is paid to the problem of rational organization of independent work of students. One of the possible solutions to this problem is the development and implementation of test forms of control in the educational process. The test method best meets the conditions of group learning. It directs the reader's attention and focuses on relevant information, takes little time, and minimizes productive difficulties. In addition, the application of tests stimulates the intellectual activity of the student: analysis and synthesis, generalization and specification, comparison and distinction. The test is a kind of educational support, because one of the alternatives gives a significant milestone in content. (Black, 2003)

Thanks to test control, you can successfully manage the learning process, improve it, implement a differentiated approach to students. You can also include elements of competition in the test methodology to stimulate and support students' interest in learning a foreign language.

Testing issues have attracted more and more attention from teachers in recent years. Examples of control tasks of different types of speech activity are given in educational and methodical sets, where some of them are in the form of test tasks. In the works of A.Yu. Gorchev, Z.O. Kudykina, F.M. Rabinovych, I.A. Rapoport, M.V. Rosenkrants, I.Sotter, E.D.Shirokova and others. Tests for control of comprehension in the course of reading are considered: 1) tests on a choice of the correct answer from two offered variants; 2) tests to choose the correct answer from several proposed options; 3) tests for grouping facts.

The most popular type of tests are tests to choose the correct answer from several options. The combination of the right form and the wrong alternatives is designed to "provoke" the reader's reasoning, to stimulate his necessary mental operations.

Tests to identify the actors that occur in the text by their actions, deeds are effective, and control of comprehension of the text, which contains direct speech, is best done by identifying the actors by their statements. These tests help students to better understand the text, its details.

The task of the teacher is that he must direct the reader's attention, aiming him to extract essential information. The test stimulates students' intellectual activity: to choose the right alternative, they must: 1) read the text with a general coverage of the content; 2) consider alternatives; 3) correlate each of them with the content of the text; 4) accept the desired alternative.

We offer to develop tests for each text on which students of 9-11 classes work independently. The test consists of 4 parts: checking words, verbs, word order in a sentence, checking comprehension of the read text. With the help of the test, you can check the vocabulary (part 1), grammar (part 2), the ability to follow the correct word order in the sentence (part 3), comprehension of what is read (part 4). Parts may vary depending on the lesson material. Any part of the test performed by the student unsatisfactorily must be repeated.

High school student as a subject of educational activity in connection with the specifics of the social situation development, in which he is, is characterized by a qualitatively new content of this activity. Based on a theoretical analysis of modern research on the educational activities of high school students (VV Zarytska, AV Kovaleva, VV Kostina, OV Kukharenko, Yu. A. Lets, OL Merzlyakova, SM Panchenko, OV Posatsky, LV Potapchuk, OM Reva, NL Ruda, VV, Rusova, LA Seredyuk and etc.) conditionally define the leading areas of study of this problem in terms of personality-activity, management, competence-oriented, motivational, profile, reflective and project approaches.

Personality-activity approach. Senior school age is characterized by a high readiness of psychological structures of the individual to the process of self-expression. This readiness is connected with self-determination and a sense of adulthood. The desire for self-expression is the main need of high school students, supported by stable motivation (desire for public recognition, high status in the classroom, active expression of their abilities in activities and communication, etc.).

In his research, Yu.A. Letz notes that in the process of becoming a subject of educational activity, high school students master the tools necessary for the formation of personal self-determination, namely:

- independence and a sense of personal responsibility for their lives;
- ability to plan and stage life goals;
- high level of self-management and self-regulation in general;
- the desire for self-actualization and the need for knowledge;
- ability to adequately evaluate the results their activities, set complex goals and solve complex problems;
- interest in life, in one's own personality in general and positive self-esteem (Абрамова, p. 14-

23).

2.4 Evaluating the results of students' control tasks

Methodology (technology) for determining and evaluating the results of students' control tasks can be subjective and / or objective. Subjective technique is a technique that depends on the personal opinion of the teacher (or the person conducting the control). Objective methodology is based on pre-defined criteria for assessing the quality of the results of foreign language speech activity of students, which is controlled.

By order of the ministry of education and science of Ukraine in the transition period (first half of 2000/2001 N.r.) Could be used as a 4-point and 12-point scale for assessing student achievement. The teacher could use a 12-point Scale only if he is familiar with its criteria and measures and the application of the new scale is not difficult for him.

The question of using one or another assessment scale was written by the teacher.

Accordingly, in class journals, the results of thematic certifications (as well as, if the teacher deems it necessary, the current assessment) in the transition period may also be displayed in accordance with the 4-point or 12-point scale.

It is implied that the results of the semester certification at the end of the first half of the year will be displayed in the evaluation system of the 12-point scale.

Accordingly, teachers who will work during the semester on a 4-point scale, had to translate grades into a 12-point scale according to the conditional scheme of transferring student achievement from a 4-point scale assessment in 12-point.

From the first days, this innovation provoked a heated discussion among teachers, parents and in the media. Opinions were expressed both in defense of innovation, and warnings, and rejection.

In our opinion, it was expedient to introduce a 12-point grading system together with the introduction of the ds of a 12-year school, preliminary approbation and discussion of the evaluation criteria. By the way, it is vagueness

Criteria, their cumbersome characteristics have led to the complexity of perception and application of the new system. This was noted in the reviews of scientists

Institute of psychology (maksimenko sd), scientists of the institute of pedagogy (Burynska NM, Malovany YI, Lavrychenko NM, etc.). Thus, in the conclusion of SD Maksymenko stressed that the development of a new system

assessment requires serious psychological, pedagogical and didactic research. In order to effectively implement the educational function

assessment, it is advisable, along with quantitative assessment (in points), to apply qualitative assessment of student activity. At the same time, the following provision should be adhered to: it is not the student's personality that should be assessed, but his

activity (result of activity).

The development of criteria for assessing academic achievement should be based on the standard and norm of educational activity. The reference is a student's activity that deserves the highest evaluation. Norm of educational activity

is determined by a system of minimum requirements on the basis of which it is possible to draw a conclusion about the achievement of the immediate educational goal. The nearest the educational goal is for students to master certain methods of action, ie a system of knowledge and operations that ensure the correct solution of certain types of problems.

The authors quite rightly argued that the use of qualification assessment (in a 12-point system) is effective only when

the teacher knows and uses:

a) taxonomy of educational goals. Goals are seen as planned the results of students' study of school subjects are specified at the levels of lessons and topics as tasks that can be assessed more or less unambiguously: fulfilled - did not fulfill;

b) the standard of content and requirements for students' knowledge of a subject. The standard specifies the amount of material that a student must master. Entrance student in the learning process outside the standard, ie obtaining additional knowledge is regarded as a special achievement in the study of the subject. Non-assimilation a certain minimum part of the knowledge defined by the standard (usually 50% - is an unsatisfactory learning outcome);

c) qualification requirements for students' knowledge. They can be formulated as norms that determine the number of achieved educational goals (reached at least 50% of all goals - satisfactory).

2.4.1. Methods of stimulating students to responsible learning and reflecting the results in control indicators

Stimulation methods - methods aimed at forming positive learning motives that stimulate cognitive activity and contribute to the enrichment of students with educational information (Чайка, p. 240).

These include methods of forming cognitive interests and methods of stimulating duty and responsibility in learning.

Methods of formation of cognitive interests.

The method of educational discussion is a dispute, a discussion of any issue of educational material. This method is based on the exchange of ideas between students, teachers and students, teaches independent thinking, develops the ability of practical analysis and careful argumentation of the proposed provisions, respect for the opinions of others. The educational discussion is used during the joint solution of the problem by a class or group of students, its purpose is to discuss scientific provisions, data that require direct training of students on sources wider than the textbook material (Чайка, p.17). As a method of forming interest in knowledge, it is designed not only to give students new knowledge, but also to create an emotionally rich atmosphere that would contribute to their deep penetration into the truth, receiving positive emotions from it. During the discussion, students mutually enrich themselves with educational information. Some of them realize that they do not know everything yet, and this encourages them to fill the "gaps", others - feel the pleasure of knowing more than others, and seek to stay at that level.

The educational discussion creates optimal conditions for the prevention of possible misinterpretations, for the increased activity of students and the strength of their assimilation of the material. She teaches techniques of argumentation, scientific proof. Participation in the discussion educates students in the ability to actively defend their own point of view, to be critical of other people's and their own judgments. These include methods of forming cognitive interests and methods of stimulating duty and responsibility in learning.

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of other people's and their own judgments. But this method gives the desired result only when the learning process takes place in an atmosphere of friendliness, respect for the opinion of a friend, which allows everyone to express themselves without fear of condemnation, skepticism and so on.

The method of ensuring success in learning - a method that involves the teacher's help to the lagging student, the development of his interest in knowledge, the desire to consolidate success. This method is effective in working with students who have problems with learning (Чайка, p.23). The teacher helps such a student until he catches up with his classmates and receives the first good grade, which lifts the spirits, awakens awareness of their own capabilities and on this basis the desire to consolidate success. By carefully observing the learning activities of each student, the teacher can come to the aid of those who need it in a timely manner. This prevents gaps in the knowledge of individual students and at the same time eliminates the causes of dissatisfaction and unwillingness to learn. Ensuring success in learning is more effective when students strengthen their faith in their own strength, awaken a sense of self-worth.

The method of cognitive games is a specially created exciting entertainment activity, which has a great influence on students' acquisition of knowledge, acquisition of skills and abilities. Playing in the learning process provides an emotional environment for the reproduction of knowledge, facilitates the assimilation of educational material, creates a favorable mood for the acquisition of knowledge, encourages learning, relieves fatigue, overload (Чайка, p. 24). With the help of the game in lessons they model life situations that arouse interest in subjects. For example, an educational game in a KVN lesson, as a rule, resembles a television game and can be conducted according to the scheme: warm-up - homework - individual work - guess "Competition" - art masters competition - narrators 'competition - captains' competition. This is a repetitive lesson. Tasks are reproductive and productive, but are presented in a humorous way. To conduct such a lesson, two teams are formed from the students of the class, and a jury is chosen.

Warm-up involves writing a story on the topic studied. The form of the story can be humorous and at the same time such that all members of the team take part in it. The staging of the homework can cover a separate paragraph or the whole material of the topic. For individual work, two or three members from each team are offered an interesting task. Its performance is evaluated by the correctness, completeness and aesthetics of the explanation. During the "Guess" competition, students solve puzzles, tests, solve various problems. For the competition of masters of art, 3-4 students are selected from each team, who play the role of artist, poet, and singer. Each of them has to perform their number, which reveals the content of the topic. In the storytellers' competition, both teams are offered a picture to write a story about. The captains' competition involves solving problems and analyzing the picture (Чайка, p. 26).

The method of creating a situation of interest in the process of teaching educational material is the use of interesting adventures, humorous passages, etc., which are easy to attract the attention of students. Students are especially impressed by interesting coincidences, surprises from the life and research activities of scientists (Чайка, p.27).

The method of creating a situation of novelty of educational material - assumes that in the process of teaching the teacher seeks to outline in each lesson new knowledge, which enriched students, creates a moral and psychological atmosphere in which they get moral satisfaction from having grown intellectually at least on iota. When a student feels that he is enriching his baggage of knowledge, his vocabulary, his personality, he will appreciate every hour of school, will try to work on himself more effectively.

The method of relying on the life experience of students - is that in everyday life outside the school, they observe a variety of facts, phenomena, processes, events, which may be based on certain patterns that students learn while studying school subjects. For example, observing the process of erecting a building, they see how heavy objects are moved with the help of levers, how bricks or mortar are fed to a height with the help of a simple device, without suspecting that these mechanisms operate on the basis of certain principles. (principle of operation of the lever, principle of operation of movable and immovable blocks) (Airasian, 1994). "Discovery" in the lesson of the scientific basis of the processes that students observed in life or participated in them, arouses interest in theoretical knowledge, forms a desire to know the essence of the observed facts, phenomena that surround them in life. Therefore, in preparation for the lesson, the teacher must determine what the new teaching material can tell students what they can rely on.

Methods of stimulating duty and responsibility in learning.

These methods provide an explanation to students of the social and personal significance of learning; making demands, compliance with which means that they fulfill their duty; encouragement to perform their duties conscientiously; operational control over the fulfillment of requirements and, if necessary, instructions on shortcomings, remarks (Airasian, 1994).

Sense of responsibility is nurtured by involving weaker students in the re-execution of patterns of work (options) of stronger (for example, you can ask the student to solve a task already performed in a more rational way or a task solved by a strong student, repeat the original substantiation of a historical phenomenon, etc.); consolidation of established methods of activity (their constant complication); re-involvement of students in the analysis of complex tasks; maintaining an emotional and creative atmosphere in the classroom; the teacher's ability to make demands and check their fulfillment (again, in the system, by means of multiple answers to the same question, cooperation, comparison). All these methods are tested with the help of control, which makes it possible to find out the level of students' acquisition of knowledge, the formation

of skills and abilities. Control is performed through assessment, which in turn leads to responsible learning (Airasian, 1994).

PART 3

COMPARISON OF METHODS OF EVALUATION OF PRIMARY AND HIGH SCHOOL PUPILS' LEARNING ACTIVITY

The new evaluation system in the first place allows to stimulate the student's creativity, namely creative intelligence and abilities (ability to solve non-standard tasks, to put problems, to create original ideas, to conduct research); actually the cognitive activity of the student and his autonomy, the ability to self-control (Критерії оцінювання, р. 79).

The teacher's assessment does not immediately acquire meaningful value for the student. To do this, the following conditions are required: 1) the standard used by the teacher in his assessment of the student and which should be understood by the student himself; 2) the student's confidence in the teacher and his ratings.

The main person in the educational process is certainly a student. The efforts of the teacher are aimed at the student being trained. And the teacher should remember that increasing the motivation of student activity is provided by an assessment of the teacher. The main function of evaluation is the stimulus, which contributes to the formation of positive learning motivation. Consider ways to stimulate academic achievement for schoolchildren.

3.1 Participants of the research

The participants of the research were the teachers of primary and high school's pupils of 2 different schools in Vynohradiv. Teachers were asked to fill in the questionnaires. 2 schools were chosen, both with the Ukrainian language of instruction.

Teachers of the same lesson gives different answers on same questions. The age of participants is about 25-50. Therefore, someone has more experience and practice, and someone just joins this work.

3.2 Research instruments

The instrument that helped with empirical research was a questionnaire. The questionnaire was based on principals of teaching, evaluation problems and monitoring students progress. It consists of 3 main tasks.

First- Optional four questions concerning general knowledge and opinion of participants.

Second- Two Yes/No questions

Four open-ended questions concerning with personal experience in teaching, to show their point of view on this problem.

From the questions on which the survey is based, can collect all the necessary information relating to the methods of evaluation, the main problems in evaluating learning activity, useful tips for future teachers.

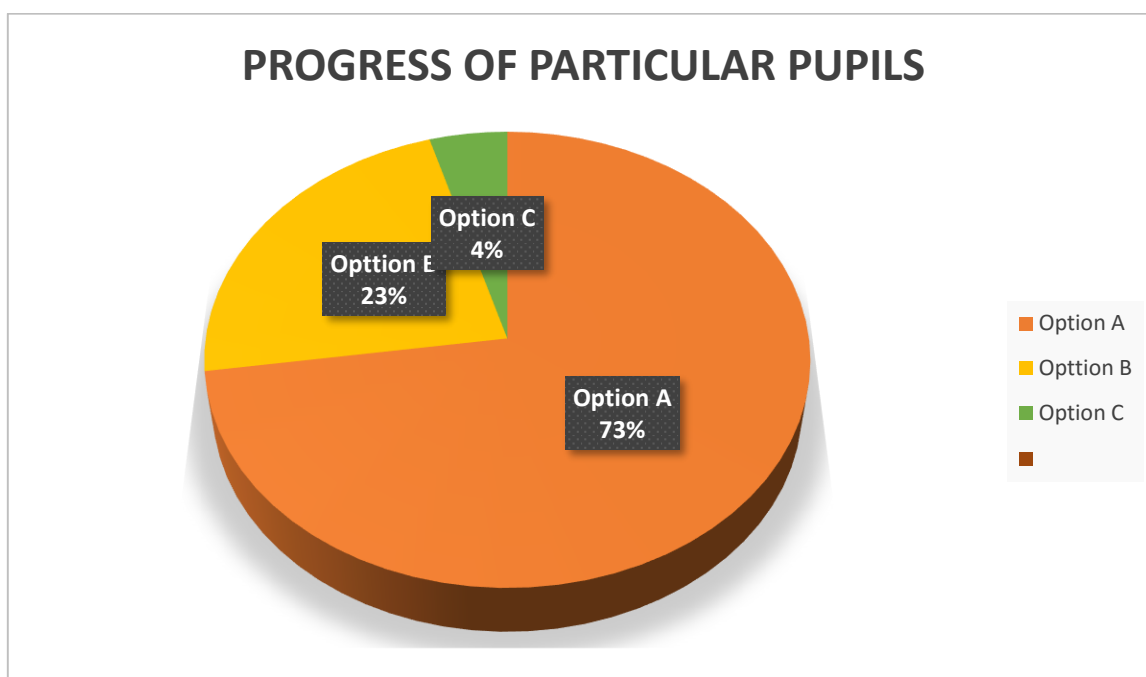
All the questionnaires were prepared in English. There was no time limit.

3.3 Procedures of the research

The questionnaire was handed out in November 2020 in School №4 and Grammar school. Both schools located in Vynohradiv. Foreign language teaching takes place on the usual level. The number of students in one form is around 15-30.

3.4 Findings of the research

Teacher must to monitor learning progress learners. Collect information and conclusions in this regard. No significant differences were found by cheking the results of research between two different schools. The main task of the teacher is to interest the student in the study of the material. Due to the situation in the world, students' motivation to learn has significantly decreased. Which negatively affects academic performance.



Progress in learning basically depends on pupils. Their desire and motivation influences further progress in learning. Many factors can affect students performance and results.

Is it possible to involve all students in the class during the lesson? It is possible if you use different forms of work with students (group work, blended learning, practical classes with individual tasks, etc.). The teacher's main goal is to guide the student in the right direction. Teach the student to learn for himself. Encourage him to learn something new.

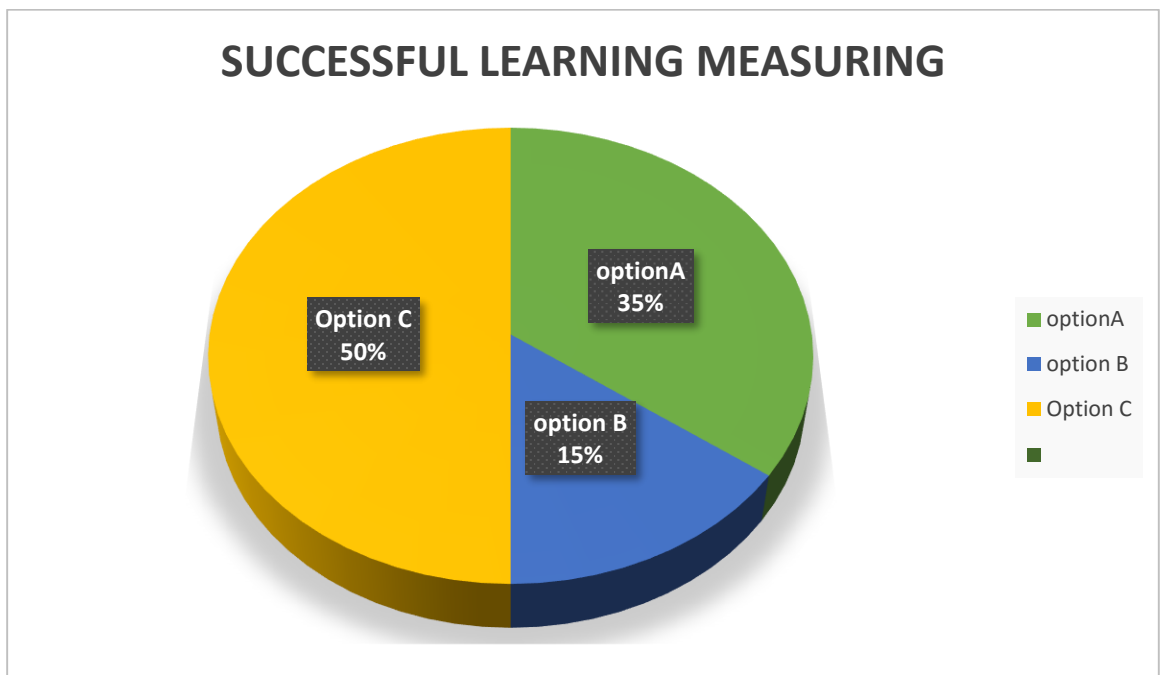
During the observation it is necessary to pay attention to the work of students: how much children are involved in the work, whether they are interested in the topic of the lesson, whether they cooperate with each other. After all, classes cannot be considered effective when most students are passive.

Any student work during the class should be evaluated. Not necessarily due to scoring. The teacher should make extensive use in his work of verbal assessment of student achievement. First of all, it is about the use of formative assessment, which allows to assess the progress in the possession of key competencies.

The assessment must be focused on the student's work, not on the purpose of humiliation.

If necessary, the teacher publishes criteria for assessing student achievement, which should be clear and understandable. The teacher must evaluate the student's work or response according to the evaluation criteria. Be sure to give students time to think about the answer.

It is also important to give the student feedback on the quality of the task. Explain what is done correctly, what are the mistakes, suggest ways to improve, and not just end the performance with a mark or the words "good or bad".

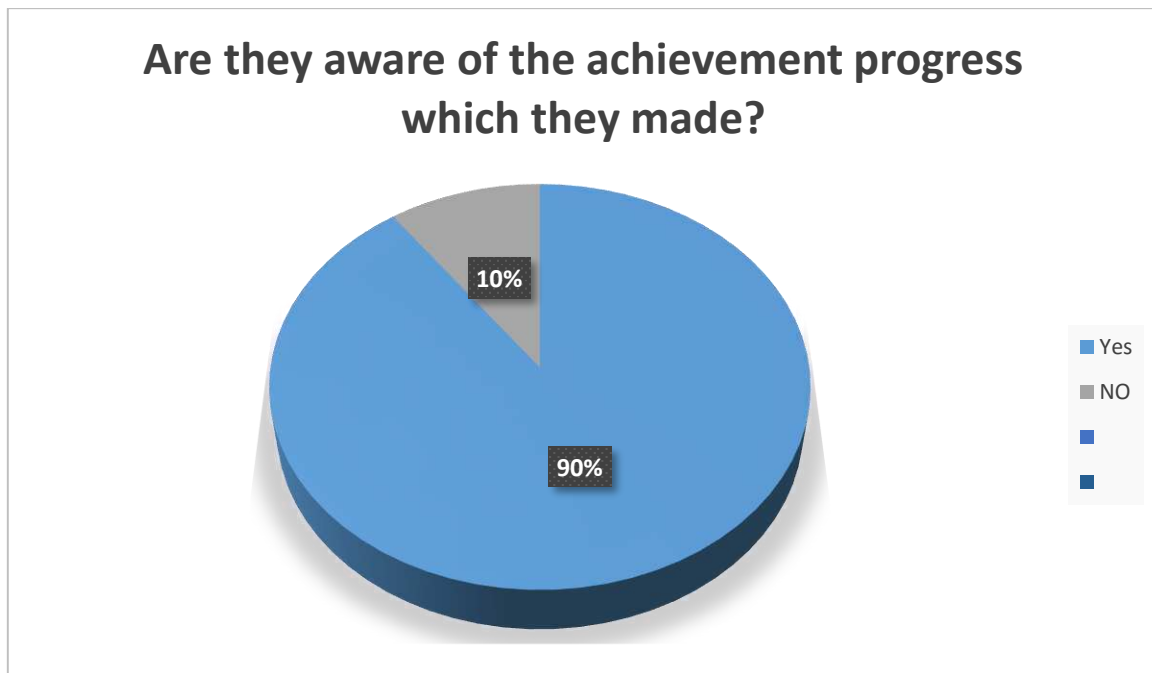


The use of methods of self-assessment and mutual evaluation of students during the lesson indicate a high level of pedagogical activity of the teacher.

A combination of control and self-control, assessment and self-assessment of student activity and its results.

Each of these types of control and evaluation has its own goals and performs certain functions.

The score reflects the results of the control. With its help the degree of conformity of results of activity of the pupil to norms is defined. This is the main option, but it is also possible to compare with the results of other students or to compare the activities and its results in this and the past of the same student.



A school is an educational institution in which a student is given all the necessary knowledge for later life. Knowledge of one's progress gives the student an understanding of the learning material, a desire to learn something new, motivation, and an understanding that it is not necessary to stop.

Progress shows the achievement, development and success of the student. Allows you to get rid of shortcomings and self-improvement. The test showed that most students are aware of their progress and are interested in further work.

By comparing the results of schools, one can see that each school tried to show its knowledge of the evaluation of pupils at the highest level. Teachers contribute as much as possible to the development of students' abilities. They use different teaching methods and use all possible methods of assessing students' learning activities. The survey, which was based on the knowledge, experience of the teachers helped to find information how to motivate pupils in their learning process without problems and how to encourage them to enrich the vocabulary of words, correctly

shape criticism of certain details etc. Such research is necessary for future teachers, and teachers in general to improve their assessment skills. In this way we will be able to improve the learning activities of students, which is necessary.

CONCLUSIONS

The current stage of development of education in our country can be called transitional. The transition from traditional forms of education to the search for new, more effective ones requires the creation of a qualitatively new model of the control system, which would allow to objectively assess the knowledge, skills and abilities of students, excluding subjectivism.

Monitoring and assessment of students' knowledge, skills and abilities is an important element of the educational process. Properly organized, it promotes the development of memory, thinking and language of students, systematizes their knowledge, timely detects miscalculations in the learning process and serves to prevent them.

The teacher has a task to organize the learning process in such a way that control is naturally included in the learning system as a mandatory functional component that ensures its purposefulness and objectivity. Using traditional forms and methods of control and evaluation, teachers should get acquainted with the experience of teachers-innovators and the results of their research and experiments; using this experience, look for new effective control techniques. The most effective form of control today is the test. First, it helps to achieve the optimal performance of all elements of the learning system by providing feedback aimed at the learning activities of teachers and students. Second, feedback determines the dual nature of control. This is reflected in its implementation in the current (integrated) and final (relatively independent) forms (YK Babansky, OP Starkov, NF Talyzina, OL Tovma).

Problems of subject tests in modern school practice have become quite relevant. This is due to the need for objective verification methods; due to the forced introduction of computerization in schools: computer training programs are based mainly on the same principles as subject tests.

The suitability of subject tests for the diagnosis of knowledge, in addition to their objectivity, stems from the fact that this type of control makes it possible to ask questions throughout the subject course, in addition, their results can be well compared with each other. All this simultaneously allows to establish the range of individual differences of students. Some aspects of knowledge, skills and abilities subject test still can not diagnose, such as the ability to express their thoughts orally, as well as the depth of knowledge in the field; opportunities to test prior knowledge are also limited.

Nevertheless, test control simplifies the teacher's examination and allows to organize boundary and final control, to intensify the activities of students by covering the control of more students, to test the knowledge of a large amount of material in a short period of time.

In order to ensure effective foreign language teaching in a secondary school and to obtain objective indicators of academic achievement in the subject "Foreign Language", it is also necessary to create a reliable system of control over the acquisition of a foreign language. One of the most effective methods of control in the study of a foreign language, as shown by the results of many studies and experiments, is a test method.

Rating is not just a fundamentally new system of quality control of knowledge, but practically a new technology of the educational process. It is a subtle, flexible and effective means of influencing the student, which better meets the requirements of development and manifestation of personality, needs. Translated from English, "rating" means rating, rank, scale. In a specific terminological sense, it is a related integral index or a complex indicator of a student's success and development at a certain stage.

The rating is based on the accumulation of grades for a certain period of study (semester, academic year, period of study). This is the sum of points scored by a student for a certain period and for a variety of educational and cognitive activities, which is an indicator of the quality of his work compared to the maximum possible number of points and the success of other students in learning.

The rating system involves determining the level of students' mastery of the content of educational material of each topic or block of a holistic course, the formation of skills and abilities. To implement a rating system, it is necessary to follow the following rules: full coverage of the entire volume of educational material and educational tasks; clear definition of the minimum of knowledge, skills and abilities as a prerequisite for progressive movement in the learning process; division of the content of educational material and educational tasks into clearly outlined and clear didactic blocks with definition of criteria of an estimation of quality of their mastering; openness and transparency of the process of determining the level of knowledge acquisition.

The use of a rating system requires a slightly different approach to the technology of analysis and evaluation of students' learning activities, as well as the harmonization of rating indicators with the official evaluation criteria at school. This system is based on democracy, promotes the humanization of the educational process, increases responsibility for the implementation of educational tasks, has a positive effect on the intensification of educational activities, stimulates students to work systematically.

According to the rating system of students' knowledge assessment, it is necessary to divide the content of educational material, specific tasks into blocks, modules, determine the terms of each task, reporting forms, the amount of points, the ratio of points with traditional grades.

With the help of the rating system, there are opportunities for students:

- aware of the need for systematic work;
- see the dynamics of their results;
- intensify independent creative activity;
- increase interest in learning outcomes;
- include in the search for measures to improve the average score of the certificate and their status in the classroom or school.

Rating technology is an important step towards improving and optimizing the educational process in secondary school. The rating system can significantly increase the efficiency of both teachers and students. But this pedagogical innovation requires from employees of secondary schools proper psychological and pedagogical training, restructuring of organizational and methodological components of education, in particular, the development of an action plan and the delivery of appropriate tasks:

- Identify the readiness of teachers to implement rating technology to assess students' knowledge;
- To conduct a survey among teachers, students, parents on the introduction of a new type of assessment of student achievement;
- To study the experience of teachers on this issue;

To diagnose the effectiveness of methodological support. Characterizing the psychological factors of self-development of high school students in the learning process OL Merzlyakova identifies three types of psychological factors of self-development: individual characteristics of the student: readiness for self-development, possession of self-construction strategies, availability favorable for the launch of the mechanism of self-development qualities (individual psychological factors); application of purposeful psychological and pedagogical influences for activation of self-development (psychological and pedagogical factors); influences learning environment (socio-psychological factors of self-development) .

Management approach. Psychologists note that the peculiarities of the development of the cognitive sphere and personality of a high school student are reflected in all types of his educational activities. She differs in the activity of thinking, focus on solving mental problems, the desire for logical ordering and systematization, the search for universal patterns, to independently find ways of generalized orientation in the educational material, to the theoretical generalization.

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РЕЗЮМЕ

Людина в процесі життя постійно оцінює свої дії, ідеї різних людей, власні можливості, і результати; забезпечує і враховує, як вони можуть бути оцінені іншими. Формулюючи оцінки, людина впливає на інших, а також постійно відчуває вплив рейтингів інших людей. Навіть неповний перелік деяких різновидів оцінок свідчить про те, що вони необхідні для того, щоб людина могла організувати взаємодію з матеріальним світом, з іншими людьми, з суспільством.

Отже, свідома саморегуляція, по суті, є процесом постійної оцінки умов, власних можливостей, поточних і кінцевих результатів діяльності, важливості самих цілей, їх індивідуальних особливостей. Важливе місце в педагогічній діяльності викладача займає оцінювання. Воно перевіряє результати вивчення студентів, систематично виконує свої завдання, контролює хід навчального процесу, виводить і записує результати дитячої діяльності у відповідні звітні документи.

Для ефективного контролю успішності учнів важливо не тільки виявити те, що вони вміють і знають, а й об'єктивно оцінити їхні знання, вміння та навички.

Реформа системи загальної середньої освіти, актуалізувала пошук шляхів удосконалення навчального процесу, спрямованого на виховання учня.

Важливим компонентом освітніх реформ є також вдосконалення системи оцінювання навчальних досягнень учнів школи. За умови оптимальної організації навчального процесу оцінювання сприяє розвитку пам'яті, мислення та мови студентів, систематизує їх компетентність, виявляє прорахунки дидактичного процесу, демонструє результати індивідуалізації та диференціації навчання, допомагає вчителю отримувати інформацію про хід навчально-пізнавальної діяльності студентів. Водночас, гуманізація та демократизація освіти, переорієнтація шкільної освіти з інформаційно-відтворювального процесу на особистісно орієнтовані, метою яких є творчий розвиток студента, також потребує змін у підходах до оцінки освітньої діяльності школярів. В сучасних умовах вона повинна базуватися виключно на позитивних принципах, враховуючи, насамперед, рівень досягнення студентів, а не ступінь його невдач, прорахунки. Контроль знань студентів є невід'ємною частиною навчального процесу. Успіх студентів багато в чому залежить від його належної реалізації.

Вивчення та оцінка студентів здійснюють навчально-виховні функції. З їхньою допомогою рівень знань, які діти здобули, досягнення та недоліки в їх підготовці, ефективність викладача, визначає готовність студентів до подальшої освіти. Від того, як учень вивчає та оцінює знання, дисципліну, ставлення студентів до класу та домашніх завдань, залежить формування інтересу до предмету, а також виховання таких важливих особистих якостей, як незалежність, ініціатива, наполеглива праця тощо. Тому, виходячи з важливості проблеми та її актуальності для

сучасної школи, була обрана тема дипломної роботи.

Appendix A

Talking

Qualitative indicators: the degree of consistency of statements with a given topic, situation; completeness of reflection of the topic, situation; level and characteristics of improvisation in the formulation of statements; correct use of language tools for formulating statements; diversity of language use.

Quantitative indicators: volume of expression (number of sentences, number of words in a sentence, grammatical structure of a sentence), presence of pauses, repetitions.

Listening

Qualitative indicators: the nature of perceived speech (recorded or from the voice of a living person); degree of understanding (general understanding, full understanding, correct understanding of all details).

Quantitative indicators: the amount of information perceived by the ear, the duration of sound, tempo.

Reading

Qualitative indicators: the degree of understanding of the text (general idea, understanding of the main ideas, basic information, accurate understanding of all the details of the text, understanding the point of view of the author); the nature of the linguistic material of the text (authentic, adapted, the presence of unfamiliar vocabulary).

Quantitative indicators: reading speed, text volume.

Writing

Qualitative indicators: the coherence of a written statement is a topic or situation; completeness of reflection of communicative intention; correct use of language tools and specific clichés; variety of use of language tools for speech formulation.

Quantitative indicators: the volume of written expression (the number of sentences in general, the number of simple and complex sentences).

In the methodological aspect, the level of students' proficiency in foreign language speech activities upon completion of foreign language learning at each level of secondary education will be:

for primary school / 6-10 years / - elementary level, grades 1-4; for primary school / 11-15 years / - secondary level, grades 5-9;

for high school / 16-17 years / - high level, 10-11 grades.

At the elementary level of foreign language proficiency, the general evaluation criterion is: understanding of information and statements, ideas, feelings, thoughts, suggestions and explanations related to various communicative intentions of everyday life with a direct oral or written stimulus aimed at the student.

Criteria for assessing the types of speech activity at the level of basic knowledge of a foreign language

Listening: understand the information, ideas, feelings and thoughts expressed by speakers in conversations, stories, short conversations, announcements, messages.

Speaking: to convey information, ideas and thoughts expressed by the interlocutor or in pictures and in printed material relating to various topics of everyday life.

Reading: to understand the information, feelings, ideas, thoughts and views expressed in simple language in a written text.

Writing: convey information, ideas and personal thoughts about the communicative needs of everyday life in informal records, messages or letters.

At the intermediate level of foreign language proficiency, the general evaluation criteria are: understanding of information, points of view and functions of simple written or oral communication that takes place in various contexts of everyday life, and the ability to participate in such communication.

Criteria for assessing the types of speech activity at the average level of foreign language proficiency

Listening: understand the content, points of view and function of conversations, messages, short conversations, stories.

Speaking: Communicate information, express ideas, opinions and advice in various contexts and discuss it with the interlocutor.

Reading: understand and define the goals, main points of view and critical details of literary texts, journalistic articles, newspaper reports, brochures and booklets.

Writing: write messages, letters, notes, short works with information, thoughts and advice on various topics of everyday life.

The general criterion for assessing the ability to speak a foreign language at a high level is: understanding the content and function of written or oral communication in a wide range of communicative situations and the ability to clearly express their own ideas, thoughts, views and attitudes.

Criteria for assessing the types of speech activity at a high level

Listening: Understand the general meaning and specific details of monologues, conversations, discussions, and understanding the speaker's or interlocutors' own positions.

Speaking: to express ideas, own thoughts and views arising from own experience, and to discuss it with one or two interlocutors.

Reading: understand and determine the main facts, critical details, as well as the point of view of the author in literary texts, articles, messages from books, newspapers, magazines, printed instructions, advertisements, reference books.

Writing: make informal notes, write letters, short works, summaries, annotations, reports, diary entries, reflecting your understanding of information, opinions, points of view and advice on various topics of everyday life.

Appendix B

Questionnaire for the teachers of general schools of the I-III degrees, which is conducted for the purpose of practical research in writing the bachelor thesis of a student of the Transcarpathian Hungarian Institute named after Ferenc Rakoczi II

Prykhodko Liudmyla

1. How is successful learning measured and evaluated?
 - A) It is measured by the teacher
 - B) It is measured by the pupils
 - C) Another answer

2. Can pupils manage and evaluate the learning process by themselves?
 - A) Pupils can evaluate the learning process by themselves
 - B) Only with the help of a teacher
 - C) With the help of classmates

3. Do pupils regularly succeed in their studies?
 - A) They are always successful
 - B) Sometimes
 - C) They are always failure

4. Do I notice the progress of particular pupils?
 - A) Always
 - B) Sometimes
 - C) Never

5. Are students consciously observing, monitoring and improving their learning and working patterns?
YES
NO

6. Are they aware of the achievement progress which they made?
YES
NO

7. Do students refer to their own goals, standards, criteria and needs for self-evaluation?

8. How do I guarantee the achievement of the set learning goals?

9. How do you make students participate in the learning process?

10. How to identify the problems of particular pupils?

NYILATKOZAT

Alulírott, Prykhodko Ljudmilla angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök, stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.