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MODERN TECHNOLOGIES FOR CONTROLLING THE LEVEL OF KNOWLEDGE IN FOREIGN LANGUAGE CLASSES IN HIGHER EDUCATION INSTITUTIONS.

In contrast to the traditional educational model, which was based on the priority of simple assimilation and reproduction of information, the main goal of education in the 21st century is the comprehensive development of the human personality as an equal value. The expansion and qualitative changes in the nature of our country's international relations, the internationalisation of all aspects of social life make a foreign language really necessary in various spheres of human activity. A foreign language is becoming an effective factor in the socio-economic, scientific, technical and general cultural progress of society.

The main task of teaching a foreign language in higher education institutions is to teach students to use the language as a means of communication in the dialogue of cultures and civilisations of the modern world in all types of speech activities in various situations of real life.

The practical goal in learning a foreign language is for students to achieve a sufficient level of communicative competence, which in the context of modern problems of teaching foreign languages is seen as the ability to understand and reproduce a foreign language not only at the level of phonological, lexical and grammatical knowledge and country-specific knowledge and speech skills, but also in accordance with various purposes and specifics of the communication situation.

Currently, there are many tests available, and in practice every teacher creates tests on a regular basis. It seems to us that in order to use the testing method effectively and to create new types of tests, it is necessary to know the history of the development of the testing method. It is impossible to imagine a modern process of teaching a foreign language without assessing students' achievements. Testing has become one of the most widespread and popular assessment methods in language education.

O. Khanina notes that at the beginning of the XX century, two areas of testing began to be distinguished: psychological tests and pedagogical tests.

Psychological tests are understood as intellectual tests, i.e. tests that measure the level of mental development. Pedagogical tests include tests that measure students' performance in certain disciplines over a certain period of study.

The modern period of testing development can be called synthetic, since since the 1970s, methodologists have sought to use a synthetic, pragmatic and communicative approach. This period, according to S. Nikolayeva, is characterised by the use of a synthetic approach to testing; the development of integrated tasks; criterion-based assessment; the emergence of tests to check proficiency in productive speech activities; the growing role of communicative skills in language testing; and, most importantly, the growing importance of such characteristics as test validity and authenticity.

Within this approach, O. Petrashchuk identifies the following areas of testing:

1) the use of integrated tests based on the theory of probabilistic forecasting. These are tests such as 'cloze', dictation, etc.;

2) testing directions that try to combine an analytical, structural approach with a new communication-oriented approach;

3) functional and conceptual direction, which is based on the assumption that communicative functions can be divided into the following groups: personal, interpersonal, guiding, referential, imaginary. Depending on the communicative situation, illocutionary acts are formed with the help of different concepts. In order to develop appropriate tests, one should first analyse the basic needs of the test takers and then develop an appropriate criterion scale;

4) the hybrid testing approach seeks to combine the positive from the structural approach with new views on language;

5) the communicative approach bases the assessment of communicative competence on determining the degree of development of the components of communicative competence.

Therefore, to ensure effective foreign language teaching in higher education institutions, it is first of all necessary to create a reliable system of knowledge control. Assessment should primarily perform the functions of unlocking the potential of a young person, developing their motivation to succeed and career growth. When assessing and controlling the level of foreign language knowledge in higher education institutions, the teacher should focus on the need for an individual and impartial approach to each student, using various forms of knowledge assessment in such a way

that they allow overcoming formalism and subjectivity in teaching and contribute to the training of a qualified specialist.

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CRITICAL THINKING FORMATION IN THE CONTEXT OF ENGLISH LANGUAGE TEACHING

The flow of information in the modern digitalized world is so significant that a person, who does not learn to deal with it, is unlikely to be able to implement and transform the necessary information for both personal and professional purposes. And the reform of the education system is aimed precisely at ensuring that the education prepares students for a successful and productive life in the future. Critical thinking as the perception of ideas and analysis of conclusions, comparing statements with opposing points of view, developing a system of arguments in support of the corresponding point of view and choosing a certain position (Khalabuzar, O., Kondratieva, O., Chykil, M., & Nikishyna, T., 2019), is not formed automatically or by means of a separate academic discipline. This should be a systematic process of critical analysis and critical reflection within the framework of education, students need to have experience of meeting with information, processing it and creating their own ideas. CT (critical thinking) technologies have successfully proven themselves in the process of teaching foreign languages. For foreign language teachers, CT technologies involve working with a
