

7. Raven, Dzh. 2002. Kompetentnost' v sovremennom obshchestve. Vyyavlenye, razvitye y realizatsyya [Competence in modern society. Identification, development and implementation]. Moscow: Koshto-Center.
8. Khutorsky, A.V., 2005. Klyuchevye kompetentsyy kak komponent lichnostno oryentirovannoy paradyhmy obrazovaniya [Key competencies as a component of the personality-oriented education paradigm]. Public education, 2, pp. 22 – 28.
9. Shelten, A.; Romantsev, H.M. ed., 1996. Vvedeniye v professyonal'nuyu pedahohyku [Introduction to professional pedagogy]. Yekaterinburg: Publishing House of the Ural State Vocational Pedagogical University.
10. Kim, Y., 1991. Intercultural Communication Competence: A Systems-Theoretic View. In: S. Ting-Toomey and F. Korzeny, eds. Cross-cultural Interpersonal Communication. Newbury Park: Sage. pp. 259 – 275.

В статье проанализированы компетентностные структуры профессиональной подготовки, разработанные украинскими и зарубежными учеными, выделен ряд компетентностей, актуальных для иноязычного образования современных специалистов. Рассмотрено эволюцию понятия «компетентность» относительно изучения иностранного языка: от грамматической, по Н.Хомскому, до коммуникативной и межкультурной – в современной дидактике. На основании проекции на сферу профессиональной деятельности определена практическая направленность отдельных компетентностей, обеспечивающих усвоение иностранного языка как доступного средства общения и обогащения опыта профессиональной подготовки. Обосновано их значение для формирования иноязычной коммуникативной культуры как критерия готовности будущих специалистов к профессиональной деятельности. На основании анализа научных источников и апробации автором статьи компетентностного подхода в преподавании иностранного языка за профессиональным направлением сформулированы выводы о корреляции компетентностей и требований образовательной программы по иноязычному образованию в контексте профессиональной подготовки современных специалистов.

Ключевые слова: иноязычное образование, профессиональная подготовка, компетентностные структуры, грамматическая компетентность, коммуникативная компетентность, межкультурная компетентность, компетенция.

The purpose of the research is to reveal the essence and practical orientation of the competences relevant for the foreign language education of modern specialists. The theoretical significance of scientific research is determined by the hypothesis: the integration of competences in the process of studying a foreign language increases the level of foreign communication culture. The practical significance of the research results is to test and confirm the hypothesis in its own experience of teaching a foreign language to students of non-philological specialties. In the process of preparation of the article, theoretical methods (analysis, comparison, classification) and empirical methods (observation, rating method, test control, questionnaires) were used. The article analyzes competent structural professional training, developed by Ukrainian and foreign educational institutions, as well as a number of competences relevant to foreign language education of modern specialists. The evolution of the concept of "competence" is considered in relation to the study of a foreign language: from grammatical, according to M. Khomsky, to communicative and intercultural - in modern didactics. On the basis of the projects of the sphere of professional activity, the practical direction of the individual competencies is determined, which ensure the attraction of a foreign language as an accessible means of communication and the gathering of experience of professional training. Their significance for the formation of a foreign language communicative culture, which is a criterion for future specialists' readiness for professional activity, is discussed. On the basis of analysis of scientific sources and the author's verification of the competency approach in teaching in a foreign language according to the professional orientation, a conclusion is made about the correlation of competences and requirements of educational programs in foreign languages in the variables of professional training of modern specialists.

Key words: foreign language education, professional training, competence, grammatical competence, communicative competence, intercultural competence, competence.

УДК 802.0:37-5

DOI 10.31339/2413-3329-2019-1(9)-194-196

Telychko Natalia Victorivna,
Doctor of Pedagogical Sciences, associate professor,
Mukachevo State University, Mukachevo

FORMS AND METHODS OF CONTROL OF THE FOREIGN-LANGUAGE COMMUNICATIVE COMPETENCE

One of the most challenging tasks for language instructors is finding effective ways to determine what and how much their students are actually learning. Instructors need to think carefully about what kinds of knowledge their tests allow students to demonstrate. This article provides guidance on ways of using traditional tests and alternative forms of assessment. Traditional pencil-and-paper tests ask students to read or listen to a selection and then answer questions about it, or to choose or produce a correct grammatical form or vocabulary item. Such tests can be helpful as measures of students' knowledge of language forms and their listening and reading comprehension ability. It should be noted that the choice of forms and methods of control is determined by the purpose and objectives of the training and depends on the type of speech activity and the component of the foreign-language communicative competence that is evaluated. Methodically and content-based control provides an opportunity to objectively identify the level of formation of foreign-language communicative competence, to locate certain deficiencies in a timely manner and take the necessary measures to eliminate them.

Key words: methodical control, content control, alternative forms of assessment, training tasks, traditional tests.

Urgency of the problem. Nowadays language teaching is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does.

One of the most challenging tasks for language instructors is finding effective ways to determine what and how much their students are actually learning. Instructors need to think carefully about what kinds of knowledge their tests allow students to demonstrate.

This article provides guidance on ways of using traditional tests and alternative forms of assessment. Popup windows on the Alternative Assessment page illustrate the use of checklists and rubrics for evaluation.

Goal setting. Traditional pencil-and-paper tests ask students to read or listen to a selection and then answer questions about it, or to choose or produce a correct grammatical form or vocabulary item. Such tests can be helpful as measures of students' knowledge of language forms and their listening and reading comprehension ability.

However, instructors need to consider whether these tests are accurate reflections of authentic language use. The tests usually do not

present reading comprehension and listening comprehension questions until after students have read or listened to the selection. In real life, however, people know what information they are seeking before they read or listen. That is, they have specific information gaps in mind as they begin, and those gaps define the purpose for reading or listening.

To make language tests more like authentic listening and reading activities, instructors can give students the comprehension questions before they listen to or read the selection. This procedure sets up the information gaps that students will then seek to fill as they listen or read [3, p.38].

Instructors also need to be careful about what pencil-and-paper tests are actually testing. A quiz on which students listen to a selection and then respond to written questions is testing reading ability as well as listening skills and will give a lower-than-appropriate score for students whose oral comprehension is stronger than their reading comprehension. A test on which students read a selection and then answer multiple-choice questions is testing their knowledge of the language used in the questions as well as that used in the selection itself. If the language used in the questions is not keyed to students' proficiency level, the test will not reflect their ability accurately.

Language instructors also encounter students who do well on pencil-and-paper tests of grammar and sentence structure, but make mistakes when using the same forms in oral interaction. In such cases, the test is indicating what students know about the language, but is not providing an accurate measure of what they are able to actually do with it.

When the goal of language instruction is the development of communicative competence, instructors can supplement (or, in some cases, replace) traditional tests with alternative assessment methods that provide more accurate measures of progress toward communication proficiency goals. This can be done by combining formative and summative types of assessment.

Summative assessment

- Takes place at the end of a predetermined period of instruction (for example, mid-term, final)
- Rates the student in relation to an external standard of correctness (how many right answers are given)
- Is the approach taken by most traditional and standardized tests

Formative assessment

- Takes place on an ongoing basis as instruction is proceeding
- Rates the student in terms of functional ability to communicate, using criteria that the student has helped to identify
- Helps students recognize ways of improving their learning
- Is the approach taken by alternative assessment methods

Alternative Assessment

Alternative assessment uses activities that reveal what students can do with language, emphasizing their strengths instead of their weaknesses. Alternative assessment instruments are not only designed and structured differently from traditional tests, but are also graded or scored differently. Because alternative assessment is performance based, it helps instructors emphasize that the point of language learning is communication for meaningful purposes [1, p.92].

Alternative assessment methods work well in learner-centered classrooms because they are based on the idea that students can evaluate their own learning and learn from the evaluation process. These methods give learners opportunities to reflect on both their linguistic development and their learning processes (what helps them learn and what might help them learn better). Alternative assessment thus gives instructors a way to connect assessment with review of learning strategies.

Introducing alternative assessment

With alternative assessment, students are expected to participate actively in evaluating themselves and one another. Learners who are used to traditional teacher-centered classrooms have not been expected to take responsibility for assessment before and may need time to adjust to this new role. They also may be skeptical that peers can provide them with feedback that will enhance their learning.

Instructors need to prepare students for the use of alternative assessments and allow time to teach them how to use them, so that

alternative assessment will make an effective contribution to the learning process.

Alternative assessment methods

Effective alternative assessment relies on observations that are recorded using checklists and rubrics.

Incorporating alternative assessment into classroom activities

Instructors should plan to introduce alternative forms of assessment gradually, in conjunction with traditional forms of testing. Using a combination of alternative assessments and more traditional measures allows the instructor to compare results and obtain a more comprehensive picture of students' language performance than either alternative or traditional measures alone would provide.

At first, the instructor should use checklists and rubrics to evaluate student performance but not ask students to do self and peer evaluation. When creating checklists and rubrics, instructors can ask students to provide input on the criteria that should be included in each. This approach gives the instructor time to become more comfortable with the use of alternative assessments, while modeling their use for students. The process helps students understand how they will benefit from alternative assessment and how they can use it effectively [2, p.15].

Because alternative assessment depends on direct observation, instructors can most easily begin to use it when evaluating students' writing assignments and individual speaking tasks such as presentations. Once an instructor has reached a level of comfort with checklists and rubrics, they can also be used when observing students interacting in small groups. When doing this, however, the instructor needs to be aware that group dynamics will have an effect on the performance of each individual.

Once students are familiar with the use of checklists and rubrics for evaluation, they can gradually begin to assess their own learning and provide feedback to their peers. This aspect of alternative assessment can easily be included in the evaluation segment of a lesson. In classrooms where traditional forms of assessment are required, this gives the instructor multiple ways of measuring progress without increasing the time students spend taking traditional tests.

Self Assessment

Students can become better language learners when they engage in deliberate thought about what they are learning and how they are learning it. In this kind of reflection, students step back from the learning process to think about their language learning strategies and their progress as language learners. Such self assessment encourages students to become independent learners and can increase their motivation.

Portfolios

Portfolios are purposeful, organized, systematic collections of student work that tell the story of a student's efforts, progress, and achievement in specific areas. The student participates in the selection of portfolio content, the development of guidelines for selection, and the definition of criteria for judging merit. Portfolio assessment is a joint process for instructor and student [5, p.69].

Portfolio assessment emphasizes evaluation of students' progress, processes, and performance over time. There are two basic types of portfolios:

- A process portfolio serves the purpose of classroom-level assessment on the part of both the instructor and the student. It most often reflects formative assessment, although it may be assigned a grade at the end of the semester or academic year. It may also include summative types of assignments that were awarded grades.
- A product portfolio is more summative in nature. It is intended for a major evaluation of some sort and is often accompanied by an oral presentation of its contents. For example, it may be used as an evaluation tool for graduation from a program or for the purpose of seeking employment [4, p.45].

In both types of portfolios, emphasis is placed on including a variety of tasks that elicit spontaneous as well as planned language performance for a variety of purposes and audiences, using rubrics to assess performance, and demonstrating reflection about learning, including goal setting and self and peer assessment.

Portfolio characteristics:

- Represent an emphasis on language use and cultural understanding
- Represent a collaborative approach to assessment
- Represent a student's range of performance in reading, writing, speaking, and listening as well as cultural understanding
- Emphasize what students can do rather than what they cannot do
- Represent a student's progress over time
- Engage students in establishing ongoing learning goals and assessing their progress towards those goals
- Measure each student's achievement while allowing for individual differences between students in a class

- Address improvement, effort, and achievement
- Allow for assessment of process and product
- Link teaching and assessment to learning

Conclusion. It should be noted that the choice of forms and methods of control is determined by the purpose and objectives of the training and depends on the type of speech activity and the component of the foreign-language communicative competence that is evaluated. Methodically and content-based control provides an opportunity to objectively identify the level of formation of foreign-language communicative competence, to locate certain deficiencies in a timely manner and take the necessary measures to eliminate them.

References

1. Hreylikh O. (2012), Communicative culture as a component of the pedagogical culture of a teacher of a high educational establishment [«Komunikatyvna kultura yak komponent pedahohichnoyi kultury vykladacha vyshchoho navchalnoho zakladu»], Psykholinhvistyka, №9, Available at: [http://nbuv.gov.ua/UJRN/psling._\[07.09.2012\]](http://nbuv.gov.ua/UJRN/psling._[07.09.2012])
2. Panova L.S., Andriyko I.F., Tezikova S.V. (2009), *Metodyka navchannia inozemnykh mov u zahalnoosvitnikh navchalnykh zakladakh: pidruchnyk* [Methodology of teaching foreign languages in general educational institutions: textbook]. Scientific notes. – Series: Philological Sciences. Collection of scientific works №81, pp. 141 – 146.
3. Bachman L.F. *Fundamental Considerations in Language Testing*, Oxford, 1990.
4. Clyne M. *Intercultural communication at work: Cultural values in discourse* / M. Clyne. – Cambridge University Press, 1994. – 217 p.
5. Cohen R. *International Communication: An Intercultural Approach* / R. Cohen // *Cooperation and Conflict*. –1987. – Vol. 22. – P.63-80

Одна из самых сложных задач для преподавателей языка - найти эффективные способы определения того, какие знания их тесты позволяют студентам продемонстрировать. В этой статье приводятся рекомендации относительно способов использования традиционных тестов и альтернативных форм оценки. Традиционные тесты с карандашом и бумагой предлагают учащимся прочитать или послушать, а затем выбрать правильный вариант ответа на вопросы о той или иной правильной грамматической форме или лексике. Такие тесты могут быть полезны в качестве измерений знаний учащихся о языковых формах и их способности слушать и читать. Следует отметить, что выбор форм и методов контроля определяется целями и задачами обучения и зависит от типа речевой деятельности и компонента оцениваемой коммуникативной компетенции иностранного языка. Методический и контентный контроль дает возможность объективно идентифицировать уровень формирования коммуникативной компетенции на иностранном языке, своевременно выявлять определенные недостатки и принимать необходимые меры для их устранения. Выбор форм и способов контроля определяется целью и целями обучения и зависит от вида речевой деятельности и компонента иноязычной коммуникативной компетентности, оценивается. Методически и содержательно обоснованный контроль позволяет объективно определить уровень сформированности иноязычной коммуникативной компетентности, своевременно выявить определенные недостатки и принять необходимые меры для их устранения.

Ключевые слова: методический контроль, контентный контроль, альтернативные формы оценки, учебные задачи, традиционные тесты.

Одним з найскладніших завдань для викладачів мови є знайти ефективні способи визначення того, які знання їх тести дозволяють студентам продемонструвати. У цій статті пропонуються рекомендації щодо способів використання традиційних тестів і альтернативних форм оцінювання ініомовних комунікативних навичок. Традиційні тести з олівцем і папером пропонують учням прочитати або послухати, а потім вибрати правильний варіант відповіді на питання про ту чи іншу правильну граматичну форму або лексичну одиницю. Такі тести можуть бути корисні в якості вимірювань знань учнів про мовні форми та їх здатність слухати і читати. Слід зазначити, що вибір форм і методів контролю визначається цілями і завданнями навчання і залежить від типу мовної діяльності й компонента оцінюваної комунікативної компетенції іноземної мови. Методичний і контентний контроль дає можливість об'єктивно ідентифікувати рівень формування комунікативної компетенції іноземною мовою, своєчасно виявляти певні недоліки і вживати необхідних заходів для їх усунення. Контроль також здійснюється у двох основних формах: суб'єктивній та об'єктивній. Рецептивні види мовленнєвої діяльності, зазвичай, перевіряються двома формами контролю, а репродуктивно-продуктивні — тільки суб'єктивними формами. Вимірювання та оцінювання викладачем рівня сформованості у студентів комунікативної компетентності є важливим і безумовним чинником як для викладачів, так і для студентів. Від якості контролю великою мірою залежить як ефективність організації процесу навчання, так і ступінь навченості студентів. Сучасна теорія і практика передбачають, що рівень сформованості ініомовної комунікативної компетентності визначається за допомогою вимірювання вищезазначених компонентів. З урахуванням комунікативного підходу до контролю, такі рольові або ділові ігри зазвичай містять мовленнєві комунікативні завдання (продуктивні та рецептивні), які забезпечують контроль рівня сформованості лінгвістичних, соціолінгвістичних і прагматичних компетентностей студентів. Вибір форм і способів контролю визначається метою та цілями навчання і залежить від виду мовленнєвої діяльності та компонента ініомовної комунікативної компетентності, що оцінюється. Методично і змістовно обґрунтований контроль надає можливість об'єктивно визначити рівень сформованості ініомовної комунікативної компетентності, своєчасно виявити певні недоліки та вжити необхідних заходів для їх усунення.

Ключові слова: методичний контроль, контентний контроль, альтернативні форми оцінки, навчальні завдання, традиційні тести.