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TESTING IN EDUCATION: BENEFITS AND IMPACTS

ТЕСТУВАННЯ В ОСВІТІ: ПЕРЕВАГИ ТА НАСЛІДКИ

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Recently, the methodology of teaching a foreign language teaching has been experiencing a test boom, as a result of which scientists have formed diametrically opposed views – from complete rejection to approval of the use of test tasks as effective universal means of controlling the formation of knowledge, abilities and skills. This is due not only to the realization of the main function of tests control, but also with the standardization of the procedure for assessing the quality of knowledge, abilities and skills as well as competencies of students. Use of innovative technologies, the transition to test-based knowledge assessment require from students to quickly assimilate knowledge, to master a significant part of the material on their own, its generalization. Much attention is paid to controlling of students' knowledge and skills, the ability to apply spelling and grammar rules in practice, the ability to compose sentences of any structure according to models [1]. Therefore, the issue of accurately assessing the level of proficiency of foreign students is becoming an acute issue when focusing on modern testing technologies, since testing allows for a fairly accurate assessment of the level of knowledge, and skills of students in a more impartial and objective manner.

As far as it is known, tests are given in order to measure students' performance. These measurements of performance will indicate how each student's mental capacity is developing. Tests are given to monitor each student's progress. This information can be very useful for both teachers (if they interpret and act on this information) and students (if they are helped for interpreting the information and given guidance for future action).

When students are prepared for a public exam or school test it is the teacher's responsibility not only to help them get their English to the level required, but also familiarize them with the kinds of exam items they are likely to encounter, and give them training in how to succeed. Students can be prepared for tests and exams in a variety of ways. While training for the test, students should be shown the various test types and asked what the item is testing so that they are clear about what is required. Our task is to help

them understand what the test or exam designer is aiming for; by showing them the kind of making scales that are used, we can make them aware of what constitutes success [5, p. 246]. The teacher's task is to give them training which can help them approach such items more effectively. After completing a test item we can tell them what score they might be given and why. It's a good idea to equip students with appropriate negotiating language so that they get over some awkward moments in such tasks.

When training students to handle reading test items we should discuss with them the best way to approach a first reading of the text, and how that can be modified on second reading to allow them to answer the question provided [2, p. 230].

If the test or exam is likely to contain multiple choice questions, we can help students to appreciate the advantages of finding the obvious distractor first. They can then work out what similarities and differences the other distractors have so that they can identify the area of meaning or grammar that is being targeted.

There are four main reasons for testing which give rise to four categories of test:

Proficiency tests: proficiency tests give a general picture of a student's knowledge and ability. They are frequently used as stages people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate [1].

Proficiency tests have a profound backwash effect since, where they are external exams, students obviously want to pass them, and teachers' reputations sometimes depend on how many of them succeed.

Placement test: placing new students in a right class is facilitated with the use of placement tests. Usually based on syllabuses and materials the students will follow and use once their level has been decided on, these test grammar and vocabulary knowledge and assess students' productive and receptive skills.

Diagnostic tests: while placements tests are designed to show how good a student's English is in relation to a previously agreed system of levels, diagnostic tests can be used to expose learner difficulties, gaps in their knowledge, and skill deficiencies during a course. Thus, when we know what the problems are, we can do something about them.

Progress and achievement tests: these tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following.

Achievement tests only work if they contain item types which the students are familiar with. This does not mean that in reading test, for example, we give them texts they have seen before, but it does mean providing them with similar texts and familiar task types. If students are faced with completely new material, the test will not measure the learning

that has been taking place, even though it can still measure general language proficiency.

Achievement tests at the end of a term (like progress tests at the end of a unit, a fortnight, etc.) should reflect progress, not failure. They should reinforce the learning that has taken place, not go out of their way to expose weaknesses. They can also help us to decide on changes to future teaching programmes where students do significantly worse in the test than we might have expected.

Achievement tests provide a ‘punctuation point’ in the academic year and can help students by providing a focus for review and consolidation of their learning. However, this benefit is only possible if students know, in advance, the content and style of the test. ‘Blind’ testing, in which students do not know what the test paper will ask, does not provide a focus for review and consolidation.

We do not expect students to learn everything which we teach. We all know about the differences between input and intake. The purpose of a progress test is to check that most of the students in a class are making reasonable progress through the learning syllabus.

In progress tests, the results, for most students, should be between 80% and 95%. We should expect that the most students in the class will be making reasonable progress. So, a progress test should be reasonably easy. It should be designed to make students feel good about their progress and achievement [3, p. 169]. A progress test should be a focus for review and consolidation but it should also have a strong motivational purpose.

In order to judge the effectiveness of any test it is sensible to lay down criteria against which the test can be measured, as follows: validity and reliability. A test is valid if it tests what is supposed to test. Reliability: a good test should give consistent results. ‘Reliability’ is enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answers, and making sure that test conditions remain constant [4].

Thus, testing is an important means of controlling of the proper level the language proficiency. Its correct and appropriate use will allow you to move from subjective assessment to objective, reasonable and unbiased assessment control over the level of development of the necessary knowledge, skills and abilities of students. Working with tests is a type of activity that provides purposeful organization of the thought process, develops logical speech, promotes the choice of correct options, forms spelling skills, increases culture of speech, arouses interest in specific grammatical material and contributes to its better assimilation.

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FEMININE JOD TITLES AND THEIR PRAKTIKAL USE IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS IN UKRAINE

ФЕМІНІТИВИ ТА ЇХ ПРАКТИЧНЕ ВИКОРИСТАННЯ У ВИЩИХ ВІЙСЬКОВИХ НАВЧАЛЬНИХ ЗАКЛАДАХ УКРАЇНИ

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Ситуацію, що склалася навколо даного лінгвістичного явища – фемінітиви можна описати висловом: «Все нове – це добре забуте старе» (Жак Пеше). Бо фемінітиви почали з'являтися ще у 11 ст., й активно використовувалися у 16, а у 50-х роках 20 ст. були вилучені з ужитку. Сказане і визначає актуальність теми. Мету визначили наступну: звернути увагу на історичний аспект фемінітивів в українській мові та презентувати лексине багатство. Впроваджувати фемінітиви у ділове спілкування та навчальний процес у ВВНЗ. Фемінітиви – це слова жіночого роду, альтернативні аналогічним