

Секция «Иностранные языки и регионоведение»

Testing as a means of control in the process of foreign language teaching

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The process of foreign language teaching provides two obligatory components: the formation of communicative competence and the diagnostics of its level. The formation of the communicative competence is achieved at foreign language lessons during the whole educational process, while control is implemented at a specially set time; therefore it is necessary to organize control the way that will allow to evaluate the largest number of pupils in the shortest time possible in compliance with quality standards and objectivity of results.

One of the most effective means of control in foreign language teaching is considered to be a test. According to S.K. Folomkina, a test is a task which has a specific organization allowing all pupils to work at the same time and in the same conditions and to write answers as symbols [3].

Due to the development and popularization of testing as a means of control, potential of different test types is analyzed. G.V. Rogova gives the classification of tests based upon characteristic features of foreign language teaching in a secondary school. This classification clearly distinguishes between all test types and is easy to use. G.V. Rogova divides all tests into subjective and objective according to the answers pupils must give — their own answers or multiple choice. When carrying out a subjective test, pupils have to give their own answers; when carrying out an objective test, pupils have to choose one answer out of several given variants [2].

The usage of tests in the process of foreign language teaching is efficient because they set direction of pupils' way of thinking, teach to diversify the process of information processing. There are following test formats:

- 1) multiple choice;
- 2) alternative choice (True/False; Yes/No);
- 3) matching;
- 4) putting in order;
- 5) composition;
- 6) gap-filling [4].

Results of test check are analyzed by a teacher and they help to define pupils' level of knowledge on the one hand, and help with self-rating of a teacher which allows him or her to improve the educational process and prevent students from making the same mistakes on the other hand [1].

Thus, tests allow to manage pupils' thinking to a certain degree during listening and reading of a text. Experience has proven that setting given by a teacher before listening or reading is often not enough to influence the history of pupils' way of thinking significantly.

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