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## **Control of knowledge, skills and abilities in foreign languages in the context of a credit-modular training system**

Modern requirements for the training of specialists make it necessary to continuously search for ways to improve the quality of education of students of higher educational institutions. One of these ways is to improve the system of monitoring and evaluating students' academic achievements in mastering foreign language speech. In the context of a credit-modular training system, control and assessment play a particularly important role. Everything positive contained in this system can be negated without a proper objective assessment.

The control system provides two main types – current and final. The peculiarity of the credit-modular system is that students are much more interested in the results of current control than before.

It is known that the practical goal of teaching students a foreign language is to master foreign-language oral and written speech at a level sufficient to carry out successful professional activities. In a medical university, it is planned to learn a certain lexical minimum of professional terminology, as well as grammatical material, which allows you to form the ability to communicate on medical topics. To achieve this goal, the monitoring and evaluation system should be based on the following principles:

- control provides a valid and reliable assessment of students' academic performance in accordance with the purpose, objectives and content of the program;
- in the course of training, both current and final control is implemented, which are components of the unified control system;

- the control system is characterized by connectivity and increasing complexity of tests at the end of each module;

= the control system is subject to regular correction and further improvement.

Final control in the form of a traditional exam, which is an oral exam to assess the student's response based on the examiner's subjective vision, has a number of disadvantages that do not allow implementing the above control principles. Among the most significant disadvantages are the following:

- a high level of subjectivity in evaluating the student's response, which causes a high dependence of the adequacy of the assessment on the professional experience of the examiner, personal relationships with students, etc.;

- lack of specially developed criteria for the quality of students' responses.

To effectively implement these principles, as well as improve the module control procedure, we have compiled tests that contain tasks on the text and grammatical material studied in the corresponding module. At the same time, for each subsequent grammar test, we include the material of the previous modules, which ensures the consistency and coherence of the tests with each other.

Preparation of test materials is an important step in the implementation of Test control. This process involves the following activities of the teacher:

- a) defining the purpose and composition (format) of the test; b) defining the objects of testing; c) selecting test tasks; d) describing instructions for these tasks.

The effectiveness of the testing process largely depends on the formulation of test tasks and the specifics of their content. After defining the test goals, the test format is clarified. Each part of it should be aimed at controlling a particular skill of oral communication in a foreign language.

After finding out the purpose and format of the test, we will focus on the features of its objects. The choice of test control objects is usually reduced to the following parameters:

- only those objects that were determined during the planning of the training content are subject to control;

- control should be adequate to the type of speech activity that is being checked;

- only the content and speech material, as well as those operations and actions that students are used to in the learning process, are subject to control. After all, the difficulties that arise when students perform test tasks are to a certain extent caused by the inability to master a new testing technology for them without preliminary preparatory work. This means that students should be familiar not only with the format of the test, but also with its typical content. To do this, we prepare and give a trial test at the stage of current control, which corresponds to the final test in format and content.

Summarizing the above, we note that with the help of test tasks, the level of knowledge of students is reliably assessed. Tests help to increase motivation in learning a foreign language, since certain communicative tasks that are relevant for students are a strong incentive to improve the level of their language and speech training. In this regard, the stimulating control function is fully implemented, which reveals the prospects for student success, contributes to the formation of an adequate self-assessment of the results of their own activities.

## **Application form**

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