



UDC 37.091.26:[37.016:81'243](045)

**TYPES AND FUNCTIONS OF TEST CONTROL WHEN LEARNING  
FOREIGN LANGUAGES****ВИДИ ТА ФУНКЦІЇ ТЕСТОВОГО КОНТРОЛЮ ПІД ЧАС ВИВЧЕННЯ ІНОЗЕМНИХ  
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**Abstract.** *Pedagogical tests open up promising directions for improving the quality of education by improving the system of monitoring learning results. There are many forms of control of acquired knowledge - frontal survey, written survey, oral survey, work in pairs, group work, projects, final control, various dictations, etc. Testing can be effectively used for current, intermediate and final knowledge verification. This control method allows you to check the knowledge of students both selectively and in general. In addition to monitoring knowledge, testing is important for consolidating and improving acquired knowledge, abilities and skills, and identifying gaps in knowledge.*

**Key words:** *pedagogical tests, test control, foreign languages, types and functions of test control.*

**Introduction.**

Test as a "pedagogical measurement method provides an assessment of the educational achievements of students at the level of an objective comparison of the results of each measurement subject with the requirements for learning (normative-oriented test) or the criteria for learning a subject (criterion-oriented test)" [6]. A clear organization of the foreign language control system ensures successful management of the educational process, because control is an important component of the educational process and an effective tool for managing the foreign language learning process. Implementation of such control is not possible without an understanding of its functions, objects, techniques, forms and means of its organization, and requirements for it.

To determine the success of knowledge acquisition in pedagogy, the following types of control are traditionally defined: 1) input control; 2) current control; 3) intermediate control; 4) self-monitoring; 5) final control; 6) control of residual knowledge; 7) thematic control; 8) frontier control [8, p. 48].

**Main text.**

The main purpose of the input test control is to determine the level of mastery of a foreign language at the preliminary stage of study. Such a test allows you to analyze the level of acquired knowledge of each individual student in comparison with the results of the entire class, as well as to evaluate the overall measurement results within the entire class.

Current test control is carried out systematically during the training process. This type of control allows the teacher to identify the level of success in assimilation of foreign language material and the level of speech competence by students, as well as to assess the feasibility of using certain methods and methods of teaching. The



results obtained by the teacher during the current control make it possible to observe the effectiveness of the learning process and correct deficiencies in a timely manner. The combination of current control with intermediate control performs the function of diagnosing the level of acquisition of certain aspects of the language (vocabulary, grammar) in combination with other forms of control aimed, for example, at evaluating oral or written communication skills, etc. Current control is focused on determining intermediate, not final, results in mastering a foreign language [7, p. 223].

Self-monitoring of the knowledge of students helps to improve the level of self-organization of students. Unsuccessful passing of the test motivates students to intensify their educational activities, encourages them to analyze their own mistakes and take further steps to correct them.

The final test control is carried out at the end of the education of a certain class in order to objectively assess the success of the students during this period.

Thematic test control is carried out after a cycle of hours after completion of work on a specific topic. The purpose of such control is to check the level of speech foreign language competences of education seekers within the scope of the studied topic. During the thematic test control, formative and diagnostic testing is used. Formative testing is aimed at identifying gaps in the knowledge of education seekers and their elimination. Diagnostic testing is aimed at establishing the causes of these deficiencies [2, p. 64].

Frontier control is carried out within certain time limits: the end of the semester. Its purpose is to objectively and accurately assess the results of educational achievements of education seekers during a certain period of learning a foreign language.

As far as we can see, each type of test control has its own purpose, and therefore, we can conclude that each test is created differently and has its own rules for construction.

For input testing, to determine the level of knowledge, readiness to perceive new information, closed tests for choosing the correct answer are used. It is held at the first (introductory) class. Input testing is the beginning of the process of collecting and systematizing statistical information about the achievements of each student of education, as well as an opportunity for the teacher to forecast and project educational activity, determine its vectors, implement an individual approach to education [4, p. 25].

For current testing, test tasks with an alternative choice of the correct answer are used, such tasks are aimed at checking individual foreign language competence.

For final control, it is effective to use tests of two levels of complexity. The expediency of such testing is argued by the fact that the success of mastering a foreign language at one or another level depends significantly on the following factors: individual and psychological characteristics of the students, which affect this process, and the prior training in a foreign language of each specific student. Taking into account the peculiarities of the final test, we single out the following requirements for test tasks: 1) test tasks are designed on selective material studied during a certain period; 2) tasks involve control of all types of speech activity; 3) the



unifying element for all tasks is one end-to-end communicative situation, which makes it impossible to perform the following tasks without solving the previous ones; 4) test tasks are limited to the subject that the students have mastered during a certain period; 5) the tasks have an integrative nature (the main thing is the informativeness of the tasks, not the number) [3].

Tasks of various types of speech activity are used for thematic control. All tasks relate to the same general topic and have a certain sequence.

Such test tasks, which make it locally standardized are used for final control. Tasks illustrate generalized material from all topics studied by students during a certain period. Tasks from each type of speech activity differ in their level of complexity; they aim at testing integrated skills in various types of speech activity [5, p. 112].

### Summary and conclusions.

So, it has been considered that the main advantages of language-didactic tests are: they are more reliable, have more objective test results, have the same conditions for all performers, lack subjectivity in the evaluation of works, provide involvement of a large number of students in a short time, save time and effort for checking and diagnosing acquired knowledge. However, the constant use of tests as a means of testing knowledge leads to a decrease in motivation for learning, to limiting the use of creative methods, to mindless memorization, completely makes an alternative approach to solving the task impossible, and reduces logical reasoning and creative thinking. We have come to conclusion that effective use of testing is possible under the condition of a complex combination of approaches to learning with those types of tasks that stimulate the thinking activity of students, reveal their creativity, contribute to the formation of language competence, ensuring full coverage of all types of speech activity.

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**Анотація.** Педагогічні тести відкривають перспективні напрямки підвищення якості навчання шляхом вдосконалення системи контролю результатів навчання. Існує багато форм контролю отриманих знань – фронтальне опитування, письмове опитування, усне опитування, робота в парах, групова робота, проекти, підсумковий контроль, різні диктанти і т. д. Тестування можна ефективно використовувати для поточної, проміжної і підсумкової перевірки знань. Такий метод контролю дозволяє перевірити знання здобувачів освіти як вибірково, так і в цілому. Крім моніторингу знань, тестування важливе для закріплення, вдосконалення отриманих знань, умінь і навичок, виявлення прогалин в знаннях.

**Ключові слова:** педагогічні тести, тестовий контроль, іноземні мови, види та функції тестового контролю.