

Sympathetic humanity

The exercise is supposed to improve students' knowledge of lexical units, to encourage them to use new lexical units in different situations, where they are able to express their thoughts verbally (speaking) and in writing, as well as contextual understanding of lexical units in reading and listening. All the tasks that are being carried out at this stage are communicative with the minimum guidance. They are suitable both for individual and group works. Those exercises should contain speech situation and speech task. The following exercises can serve as an example:

Therefore, the role of the teacher in this process presupposes presenting (explanation) a new lexical unit; helping students to correctly identify its meaning; organizing the work of students units; stimulating students to use the learned lexical units in speech [6, p.18].

To conclude, practical mastering of a foreign language is being laid in the process of forming the lexical competence. Developing the foreign language vocabulary for professional communication at a sufficient level contributes to forming the foundations of foreign communicative competence of students, which consists in the ability to use a foreign language as a tool of communication in a job-related surrounding.

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THE TYPES OF READING COMPREHENSION ASSESSMENT

1. Introduction

Assessment is seen as one of the basic pedagogical activities both for teaching and learning. It involves a sum of tools and techniques used in classrooms, and helps teachers accurately define the needs and competencies of their learners. In other words, gathering information about learners is a pedagogical and instructive activity necessary to properly identify their strengths and weaknesses.

Generally speaking, assessment gives teachers the ability to identify their teaching goals. In other words, evaluation is an integrated part of teaching in the classroom designed to identify the weaknesses and expectations of students in every area of learning. Therefore teachers will make the right choices and provide their learners with constructive suggestions. More specifically, classroom evaluation should include effective techniques and tools which differ depending on the subjects and grades of the teaching [1, p. 139].

As for the reading comprehension evaluation, it includes many methods and procedures aimed at demonstrating how effectively learners can read, understand, interpret and evaluate various types of texts. In this regard, unique reading comprehension exercises can be implemented in the EFL classrooms in order to learn how well students can comprehend a text. Assessment of reading comprehension is based on rational principles and useful steps.

Therefore, the aim of the article is to shed some light on the concept of the reading comprehension assessment as an important pedagogical method intended to improve the process of teaching reading.

2. Assessment defined

Assessment is used as the process of detecting and identifying the skills, understandings, abilities and competencies of the students. It is a classroom practice used to promote learning through data collection and positive feedback [3].

In other words, evaluation is the process of understanding how students advance to make the correct decision in designing and preparing classroom instruction in their learning. In that sense Palomba and Banta describe it as follows:

«Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development» [7].

According to Carr and Harris, assessment is defined in the following way. *«Assessment is an integral part of instruction...effective classroom assessment is relevant to immediate learning»* [5].

Classroom evaluation is, of course, related to teaching and learning because it improves the quality of instruction and improves the accomplishments of the students. In practice, evaluation depends on different ways to make the students really disclose what they have acquired and what they still need to develop. This can be achieved by collecting knowledge through tests and assessments, providing valuable input, setting up effective classroom activities and shaping the curriculum to match the needs of the students [5].

3. The process of assessment

Assessment comprises four key steps: clarifying the learning objectives, gathering information in a variety of ways, scrutinizing assessment data, and adjusting instruction [1, p. 143].

Teachers should actually use the evidence to track improvement, enhance efficiency and improve instruction. In addition, evaluation involves the process of assessing, marking, and grading the performance of students. It is used as a method of gathering, synthesizing and analyzing information to diagnose the problems of students, to evaluate their academic success, to plan classroom instruction [2].

In short, assessment is characterized as diagnostic, formative, and summative. Such three elements are used together to help both teachers and learners decide what to do to maximize the teaching feedback and the learning outcomes.

4. Text Variables

The first side of the connection of reader-text is the text itself. Variables in text, several aspects of the text may facilitate or complicate the reading process. While the text language is considered to be the main variable, there are other variables that differ from text content aspects to text styles, text composition, and sentence structures [7].

In simple terms, it is commonly believed that abstract texts would be more difficult to understand than texts describing actual objects, as the former involves inferencing abilities that are more exacting than the latter. If it were more concrete, imaginable, and interesting the text would be more readable. Texts regarding common settings in that sense tend to be easier to interpret than those that are not [1, p. 140].

Among other factors, lexical and syntactic information in the second language are the best predictors in the second language reading success [2]. However, when the linguistic variables, such as lexis and sentence structures, are regulated in a reading study, variables such as the sub-competences of the readers and text styles are more likely to affect their reading performance.

5. Types of Assessment

Assessment can be carried out for different purposes. In addition, there are three key forms of evaluation that occur at various times, at different rates and in different ways for numerous objectives to be accomplished.

5.1. Diagnostic Assessment

At the very beginning of a foreign language course, diagnostic assessment is the method of identifying the strengths and weaknesses of the students. It greatly facilitates the tasks of teachers in adjusting instructions, meeting the needs of the learner and helping them plan the appropriate classroom activities for their level [1, p. 138].

Teachers certainly use this type of evaluation to show the strengths of students in a particular skill or program. It describes the needs and demands that should be met in any area of knowledge for teachers and learners alike. The attributes lead to a systematic evaluation, and the weaknesses should be discussed [5].

Diagnostic evaluation generally occurs when learners move into a new learning programme. It occurs at the beginning of a course or program to develop systems to make links to prepare the next steps. It is, in another sense, a holistic phase through which a image of the strengths, desires, skills and wills of the individual should be built up. It also helps teachers define the goals and choose the approaches and strategies that will enable them to achieve their goals [1, p. 129].

In addition, diagnostic assessment looks closely at the learners' individual needs as the diagnostic guidance needs to be concise and interpretable so that learners can take steps to close the distance between their current level of competency and their desired learning objectives [3].

In short, diagnostic assessment is an instructional technique that teachers use to assess the learning and the educational objectives. It paves the way for a continuous evaluation of the formations.

5.2. Formative Assessment

Formative assessment can be called continuous, interactive, and dynamic assessment. It occurs and should be done in ways that help learners make significant progress in their learning. It is also a continuous generative mechanism designed to promote learning. This process therefore includes several strategies such as sharing the learning goals and the evaluation criteria with the learners.

The distinguishing characteristic of formative assessment is that its evidence is used by both teachers and learners [4]. That means it wants to know how the learners are doing and where they have trouble. It also helps teachers make the necessary instructional modifications to offer more practice opportunities.

Formative evaluation involves setting goals, providing instruction, measuring results and giving useful feedback. In fact, it includes the process of assessing, judging or evaluating the work or performance of the students and using it to shape and improve the competence of the students [6].

In other words, formative assessment is a method that involves professional teachers who are able to collect and interpret knowledge in order to develop teaching and learning approaches for their learners' interests. This is distinguished by its progressive existence, because this can occur at any time.

In comparison, formal assessment is conducted by assessments that are used to find out about the validity of the learners to pursue a study course and to know how the learners progress. During the course or during the academic year, teachers will learn how much learners have learned through the exams.

Formal testing should actually be seen as a complement to other forms of evaluation. In short, the formative evaluation brings together the assessor and the learner in a process of constant reflection by making clear judgements about the learning gains.

5.3. Summative Assessment

While the formative evaluation is for learning, learning is about summative evaluation. This offers evidence of what the learners were receiving at the end of a specific learning phrase. It also marks the important stages in the development of learners, and should be formally recorded in the form of scores and points [1, p. 134]].

More importantly, it should be planned in advance so that learners can have sufficient time to prepare themselves and gain trust in whatever area they are evaluated in or around. Besides this, it is typically used to discover what a learner has learned during the study programme.

In addition, the formative assessment is directly linked to the learning success of the students as it seeks to provide positive feedback according to their deficiencies and needs. However, the calculation of the final results and standards involves summative evaluation [5].

Summative assessment, in the form of tests or exams, aims to raise the learning standards as it indicates the extent of success and the points of failure. It is done at the end of an instructional cycle to make specific judgements.

Conclusion

Assessment aims at optimizing and enhancing the teaching-learning process by providing learners with copious opportunities to discover their weaknesses and to lift their learning standards. This can be accomplished by relating assessment outcomes to instruction in the classroom and by delivering positive activities that are genuinely in line with the needs of the learners.

The article is aimed to bring some information about the evaluation process and specifically focused on understanding reading as an important skill in English language teaching. In fact, it has

shown that teachers need to correctly and appropriately evaluate this ability to get a clear view of the needs of their learners.

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ВИДИ ОСВІТНЬОЇ ДИФЕРЕНЦІАЦІЇ

У Національній доктрині розвитку освіти вказано: «Мета державної політики щодо розвитку освіти полягає у створенні умов для розвитку особистості і творчої самореалізації кожного громадянина України, виховання покоління людей, здатних ефективно працювати і навчатися протягом життя». Принцип гуманізації сучасної освіти передбачає зосередження уваги до особистості кожного учня, створення умов, необхідних для розвитку закладених природою задатків. Одним із можливих шляхів його втілення є диференціація освіти.

У вітчизняній дидактиці принцип диференціації розроблявся ще за часів К. Д. Ушинського, який вважав, що розподіл класу на групи, з яких одна сильніша за іншу, не тільки не шкідливий, а й потрібний, якщо наставник уміє, працюючи з однією групою, дати іншим корисну самостійну вправу. В інших наукових працях аналізується роль групових форм роботи на уроці у підвищенні виховної ролі навчання (Х. Й. Лійметс та ін.). У психологічній та дидактичній науці проблема диференційованого навчання досліджувалася В. І. Заг'язінським, М. І. Махмутовим, Н. О. Менчинською, Ю. К. Чабанським, як спосіб попередження неуспішності учнів. Думку про необхідність диференційованого підходу до навчальної діяльності дітей не раз висловлював у своїх працях В. О. Сухомлинський. Учений писав: «До кожного учня треба підійти, побачити його труднощі, кожному необхідно дати тільки для нього призначене завдання» [4, с. 52].

Метою статті є розкриття сутності диференційованого навчання, аналіз існуючих видів диференціації в системі освіти.

У сучасній педагогічній науці здійснюється науковий дискурс навколо різних аспектів освітньої диференціації. Існує багато термінів, що стосуються диференціації навчання: диференціація навчання, диференційоване навчання, диференційований підхід до навчання, рівні диференціації тощо. Не заглиблюючись у термінологічну дискусію, варто лише зазначити, що «всі вони мають право на існування, але з чітко визначеним понятійним трактуванням: або як умова функціонування освітніх систем, як характерна ознака навчального процесу, або як підхід до організації навчання» [1, с. 40]. Головне в іншому: майже всі без винятку вчені та педагоги-практики визнають диференціацію одним із основоположних принципів у теорії й практиці навчання.

Диференціація (з лат. differentia) – поділ, розчленування чого-небудь на окремі різномірні, якісно відмінні елементи [5, с. 43].

Диференційоване навчання – це спеціально організована навчально-пізнавальна діяльність (суб'єктна педагогічна взаємодія), яка, враховуючи вікові, індивідуальні особливості суб'єктів учіння, їхній соціальний досвід і стартовий стан, спрямована на оптимальний