

**НАПРЯМ 2. СИСТЕМА ОСВІТИ В УКРАЇНІ,
ПРОБЛЕМИ І ПЕРСПЕКТИВИ РЕФОРМУВАННЯ**

**ISSUES OF FOREIGN LINGUISTIC COMPETENCE ASSESSMENT
IN HIGHER EDUCATION OF UKRAINE**

Lichman L. Yu.

PhD (Education), Associate Professor

**Shupyk National Medical Academy of Postgraduate Education
Kyiv, Ukraine**

In the late 20th – early 21st century the educational strategy of Ukraine has undergone significant transformations due to the Western European social and cultural integration: the concept of building a competent person has become narrative. As a result, a competency-based approach in the education system organization is a substantial core, determining the development of all educational branches, including language education.

Meanwhile, a great many contradictory, theoretically unsteady questions, subsequent upon the competence ideologeme, have been out of the scientific and expert community view. In particular, the totally expanding competence conceptsphere has no the most important element – a superconcept, which defines both the concept of the individual competence and the notion of human competence. It goes without saying, such an imperfection essentially downplays a number of innovative technologies, which were developed in the competency-oriented education; it complicates cognitive search, for example, while solving axiological matters or identifying the evaluation methodological parameters and the assessment of foreign linguistic competence level. This situation has a direct impact on the course of students' foreign language training in Ukraine, especially it concerns the rather challenging issues relating to a high school students' language skills quality assessment.

From this point of view it is worth mentioning that the qualitative grading system for a foreign linguistic competence requires a fundamental transformation which stipulates setting specific priorities while evaluating students progress, namely the transit from the individual, isolated skills evaluation to the integrated and interdisciplinary assessment; implementing activity techniques (project-based learning, professional simulation); using situation tasks (the content tasks should involve real problems); introducing systems focused on individual standards (each person has his/her own level of competence); combining individual skills assessment with that of team player skills [1].

The higher school students assessment is examined in the works of A. Aleksyuk, Sh. Amonashvili, S. Vitvytska, V. Davydov, E. Zilbershtein, V. Yevdokimov, S. Rubinstein, N. Sorokin, N. Talyzina and others. The issues of testing, as a com-

mon type of achievement control, are viewed in the writings of such Ukrainian and foreign authors as O. Vakulenko, V. Kokkoto, R. Milrud, S. Nikolaieva, S. Folomkina, J. Alderson, L. Bachman, J. Heaton, A. Palmer, N. Underhill, J. Woller and others.

The theoretical foundations for the development of foreign linguistic education in Ukraine are «Common European Framework of Reference for Languages: Learning, Teaching, Assessment» [2]. This document forms the core of standardizing the requirements for linguistic skill quality, it designates the learning kit (programs, plans, manuals, textbooks, monitoring aids, etc.), developed for language and non-language specialties.

The process of evaluating the quality of students' linguistic skills involves applying system observational and monitoring techniques for class activities and self instruction. The national language education mainly uses the following extended monitoring techniques: 1) verbal control; 2) script control; 3) practical tests; 4) graphical approach; 5) preset and laboratory control; 6) instructional methods; 7) observational techniques. There are also marked the other, less common, monitoring procedures (bookwork, problem-based situation designing, etc.).

There is a routine quaternary system in the foreign language teaching, including the comprehensive monitoring of students' skills quality: initial, formative, summative and diagnostic assessment.

The results of students' progress in language learning are assessed. The assessment study involves a comparative analysis for the real (the individual level) and «reference» (academic curriculum, training modules, etc.) attainment levels according to certain criteria and regulatory requirements.

In a number of aspects the system of testing and evaluation (the formulation of the results of testing), used in Ukrainian foreign language education, needs to be improved, correlated with innovative educational, pedagogical, scientific and theoretical achievements. It should be recognized that many types and forms of control and evaluation are to be critically rethought and adjusted.

In particular, one of the most controversial and problematic aspects of assessment remains testing; terminological amorphousness of the concept of test, the polyvariant interpretation of the identical results, the haphazard application of the method, the degree of pedagogical efficiency, etc. require more in-depth analysis of the method to determine the students' skills quality.

Thus, according to L. Shcherba, testing methods, applied in the so-called experimental didactics, are hardly optimal, because they are not instrumental in measuring the language proficiency: «In addition, the follow-up (...) proves to be questionable, as, for example, the test method, applied by the American teachers, eliminates the students' individualities and all eventualities in their susceptibility (just the method of large numbers could close the gaps, but actually, it is inapplicable to this case). The entire methodology of the «experimental procedure», being in the careless, and especially, inexperienced hands, can easily lead to completely the false conclusions. But the ultimate evil of the so-called «experimental procedure» is that the phenomena it deals with are not differentiated» [3, pp. 7–8].

Instead, the national pedagogical practice is observed to take an interest (the unreasonable one, in our opinion) in the testing method. According to our reckoning, the academic community demonstrates the uncritical attitude to this inspection method; this is due to the fact that the incorporation of Western European and American foreign language training traditions in the theory and practice of the Ukrainian language education has been random. This situation is impressively reflected in the following, not entirely definitive, scientific discourse: «As the test methods had long been «the closed zone» of educational research (from the 1930 still the 1970s), the pedagogical works mainly focused on the traditional measurements of varying levels of achievement in a course. This led to a significant, almost a century, lagging of the diagnostic activity behind the advanced countries» [4, p. 112].

Eventually, grading in education may contain elements for determining the levels of so-called sub-competences in the students of the higher educational institutions of Ukraine. Indeed, students' foreign linguistic competence covers bilingual, professional, social and cultural, cross-cultural, ethnocultural and other subspecies of competences. Currently, while assessing the quality of students' language level nobody analyzes the sub-competency level.

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