

ASSESSMENT AS A MEANS OF MOTIVATION TO LEARN A FOREIGN LANGUAGE

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Annotation:

Assessment plays an important role in education and a crucial role in the learning process. Thanks to the appropriate assessment, teachers can classify and evaluate their students, give feedback and structure their learning accordingly.

Keywords: Assessment, evaluation, testing, feedback, motivation, definition, method, feedback, implementation.

In connection with the reform of education the study of foreign languages has been introduced since education system, information educational resources are used: computers and Internet access.

I use different forms of interaction in the lessons: a frontal survey, paired, group and individual work. I practice various types of lessons: from classical (Presentation, Practice, Production) to innovative (virtual excursion, game, project, etc.) I teach student to various types of assessment of their achievements: self-assessment, group and pair assessment. There is a difficulty in the work - involving younger students in the process of evaluating their activities in the classroom and at home.

The ability of younger students to correctly evaluate themselves or a classmate, performing work in pairs, groups or individually is important not only in the classroom, but also in extracurricular activities. State standards on foreign languages for students assume:

- objective assessment of their academic achievements;
- knowledge of the skills of monitoring and evaluating their activities;
- taking into account the opinions of others when self-evaluating;
- evaluation of your contribution when performing a group task.

In the everyday speech of teachers, students and their parents, the expressions “get a mark” and “get a grade” do not differ. According to the explanatory dictionaries, these two words are “assessment” and “mark” they are not synonyms. Evaluation is a person's opinion about the value, level or quality of something. A mark is a designation of a student's degree of knowledge established by the state. In the higher education system lexicon, these words have become indistinguishable, and teachers express their personal opinion about the success in teaching in

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the language. Evaluating the student's response, the teacher gives his personal opinion about the specific work of a particular student. By marking, the teacher foregrounds the national standard of the quality of knowledge, skills, which, although convenient for external control, but devalues the process of mastering.

Teachers evaluate their students not completely objectively, not like robots, but as fair and friendly people who take into account the individual characteristics of the child (attention, memory, thinking, imagination, perception, speech, etc.).

How to make the evaluation process more effective, motivating students to further successful learning, how to make student weren't you afraid of being appreciated?

As teachers, we are responsible for the student's success to the students themselves, their parents, and the higher education system administration. In addition, it is necessary for us to know what our student can and knows.

Traditional testing and a formal assessment system (grading) are not ideal for younger students. Grades can negatively affect their self-esteem, motivation and attitude to learning English. A student needs a special assessment system that would take into account their creativity, love of games, singing, learning rhymes, love of role-playing games and thirst for activity, a system that would be based on their specific psychological characteristics, cognitive development and areas of interest. Such a system should be positive and aimed at the student.

We must not forget that assessment is important for all participants in the educational process:

- teachers want to see the effectiveness of their teaching methods, as well as what needs to be improved to achieve better results;
- student need to see their progress and achievements;
- parents should be aware of their child's successes and failures;
- the administration wants to know the results of higher education system education.

We can say that assessment is the measurement of a student's activity in different ways, the diagnosis of his problems and successes made in a friendly way.

The problem of teaching a foreign language in primary higher education system is especially relevant in connection with the adoption of new basic curricula, which involve the modernization of language education based on a personality-oriented approach, their purpose is to form a foreign language communicative competence, and the study of English is introduced from the second grade.

Thus, based on the above, the purpose of this work is to develop an alternative assessment system acceptable to the student, which positively affects the success of the process of learning English. The tasks that are set before me are as follows:

- conduct a theoretical analysis on the problem of control and assessment in higher education system;

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• develop and test alternative assessment methods to the five-point system, taking into account the psychological and physiological features of the development of higher education system-age student.

To study the problem of assessment, we will use the questionnaire method for students and teachers.

In addition, this assessment system was developed by us only on the example of one speech skill - reading, because learning to read begins literally from the second lesson. Student get acquainted with the rules of reading, memorize the reading of whole words, read to themselves and aloud, i.e. master the ability to extract information from what they read, which is very important for understanding the communicative function of reading.

The development of communicative skills in reading takes place at each lesson and ends with the solution of a language task, and the evaluation of the results of mastering this type of speech activity is an indicator of the success of each student.

The proposed materials with exercises and a non-marking assessment system can be used by teachers of foreign languages working in primary higher education systems and primary higher education system teachers.

We must not forget that student want to be appreciated, not punished. And if they should still be criticized, then it should be done in a friendly, correct way, with the help of feedback. The latter can be carried out in different ways:

- individually with child;
- with a group of student;
- with the whole class;
- in brief written form;
- in a friendly conversation.

Feedback helps student analyze their strengths and weaknesses painlessly for the child.

When teaching English to student, direct control of educational actions, skills and abilities of students is hardly necessary.

During these years, interest in the language is laid, students' achievements are very mobile and individual, periods of dynamic development of speech skills can alternate with relatively unproductive periods of study.

At the same time, knowledge of a foreign language included in the grid of primary higher education system hours should be evaluated at fixed intervals of study time in the curriculum.

In a number of higher education systems, grades are not set at all, which makes the task of a foreign language teacher easier.

The main characteristics of the system of meaningful assessments are:

- 1) friendly attitude towards the student as a person;

2) a positive attitude to the efforts made by the student to solve the task, when his efforts are evaluated;

3) a concrete analysis of the difficulties and mistakes made by him;

4) specific instructions on how to improve the achieved result during the next attempt.

Such an approach to the control and assessment of students' skills is focused on their success, encouragement, support, which are accompanied by very specific actions of the teacher and student aimed at improving the quality of learning.

At the same time, when assessing the specific achievements of students in different speech skills (for example, reading), the teacher can focus on quantitative and qualitative parameters, such as the volume and nature of texts for reading and others. The parameters give grounds to judge the desired and achievable level of students' communicative competence at this stage.

Combining different types of assessment, each teacher is able to make this process the most effective, interesting for all participants of the educational process, painless and motivating for further successful learning. Each child will be appreciated and will leave the lesson satisfied and in a good mood, and at home he will look forward to the next lesson, where again his successes will be appreciated and his efforts will be noted.

It should be noted that the positive assessment of younger higher education system student is directly related to their psychological characteristics.

Motivation is the main component of success. A friendly atmosphere in the classroom helps the child to take risks in speech activity and enjoy the learning process. Feedback and a concrete analysis of difficulties made in an adequate form are necessary for success. Different types and forms of assessment allow the student to experiment with the assessment and not be afraid of it. Successfully evaluated student are open to diverse and meaningful knowledge on all types of speech activity, to communicate in the language and for its practical use.

Positive evaluation leads to a steady desire to speak, read, listen and write in a foreign language. Student learn better when their own work is evaluated positively.

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