Innovative Methods of Test Teaching English as a Second Language

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Abstract: This article talks about innovative methods of testing students' knowledge in the process of teaching English. The article examines the advantages of the test, its types and features. One of the effective methods of initial testing is the Test-Teach-Test method. Undoubtedly, its use allows you to optimize the process of teaching English, rationally allocate time during classes, apply an individual approach to students, and give maximum attention to less studied material.

Key words: Test-Teach-Test, innovative methods, teaching methodology, student, foreign languages.

Introduction

The teaching process involves the obligatory interaction between the teacher and students within a certain discipline and the active participation of both parties in it. In this context, teaching is a collaborative effort between students and teachers, where the teacher is responsible for the success of the students. At the same time, the teacher not only shares knowledge, but also checks the effectiveness and efficiency of his work, as well as the skills acquired by students. That is, training and testing of knowledge are inseparable from each other, and testing as a test of knowledge is an integral part of the learning process.

Literary review and methodology

Testing, as a process of measuring the ability and knowledge of students in a certain area by testing this knowledge, is intended, in particular, to motivate students to improve their academic performance. In this context, Applied Linguistics Professor Pete Corder points out that language tests are measuring tools and are applied primarily to learners, not learning materials or teachers. He explains that the test results do not directly speak about the contribution of the teacher or the materials he uses to the learning process, but are intended primarily to measure students' knowledge and their language competencies at a certain stage of learning [1]. The knowledge of one student can be compared with the knowledge of other students or with the knowledge of the same student at another time. Language testing refers to the measurement of the abilities and knowledge of students studying a certain aspect of a foreign language. The world-famous methodologist Penny Ur [2] cites the following advantages of testing as a method of testing knowledge:

➢ the teacher receives information about the level at which students are at the moment, then decides on the tasks for the future: whether to continue teaching without making changes to the process or to revise (change) their teaching methods;

➢ students also receive information about what and to what extent they have learned, whether they need to go forward or should repeat the material covered;

➢ according to the test results, the student can be assigned to one or another subgroup (for example, to continuing or beginner) for further language acquisition;

> The teacher learns how successful his methods are.

Testing is used to obtain information about the features of the teacher's work and the perception of students regarding various aspects of the process of teaching a foreign language. It helps stakeholders to judge how effective the learning process is and based on the information obtained from the testing, some steps can be taken to improve the learning process. It should also be noted that testing is a form of organizing students' independent work [3].

The history of the development of testing in the teaching of a foreign language.

Let us consider testing and its historical evolution within the framework of teaching English in more detail, based on material gleaned from foreign sources. Language testing has played a significant role in the development of the educational environment. The nature of English teaching and testing has changed over the course of history. A recognized specialist in the methodology of teaching English D. Richards [4] summarizes the relative dominance of the following methods of teaching a foreign language in different periods of the last two centuries:

> grammar-translation method (1800–1900);

> direct method (1890–1930);

> structural method (1930–1960);

> reading method (1920–1950);

> audio-speech method (1950–1970);

> Communicative approach (1970 - present).

The grammar-translation method prevailed in teaching English until the beginning of the 20th century. According to a study by L. Jean and M. Cortazzi [5], this method suggested that bilingual vocabulary lists and translation exercises, along with reading literary texts, contribute to optimal mastery of grammatical rules. Thus, teaching English was reduced to mastering the skills of translation, grammar rules and reading a literary text. After criticism of the grammar-translation method, the direct method was widely recognized and introduced into the teaching and learning of the English language. He encouraged the use of the target language as a medium of instruction, and grammar was taught inductively. This method also included a test of oral communication skills. The American linguist D. Larsen-Freeman [6] admits that in the middle of the 20th century. dominated by the audio-speech method based on teaching English as a means of oral communication. The method also included the teaching of grammar with the help of template exercises and dialogues. First of all, the perception of speech by ear and its oral reproduction were checked. Later, various theoretical and philosophical currents contributed to the emergence of a communicative approach to teaching English. Richards notes that teaching communication in English involves a broad approach to learning, the focus of which is communication in general, and not just the grammatical structure of the language [4]. The beginning of the development of the communicative approach dates back to the 1970s, and it is to this period that the emergence of the concept of "communicative competence", first applied by the linguist Dell Hymes [7] in relation to the teaching process, belongs. It was the communicative approach that served as the basis for the emergence of such methods of teaching English as joint participation (participatory approach), learning by solving the task (task based learning), etc. Within the framework of the communicative approach, testing began to develop intensively as part of teaching English in the modern sense. This word.

Testing as a test of knowledge informs the teacher about what the student has achieved in the learning process and demonstrates how and to what extent his results differ from the results of other students, which, in turn, allows developing an individual approach to each of them. At the same time, the results obtained indirectly provide information about the learning process itself, about the effectiveness of using certain methods. In this sense, tests provide an opportunity to judge not only the progress of students, but also the effectiveness of the work of teachers. The results of the test reflect how well the teacher presented the material and how well the students learned it.

Types of testing for knowledge assessment.

In modern teaching, various types of test tasks are used as a test of knowledge. Testing is an important part in the system of methods for monitoring and evaluating students' knowledge [8]. Language tests are the main tool used to assess the quality of education in most educational institutions. And although it may seem that all tests are approximately the same, there are many different types of tests, each of which have its own purpose and features.

Diagnostic tests are used to diagnose what and how much students know. Such tests can help the teacher understand what needs to be tested or reinforced in the classroom. They also allow students to identify weaknesses in the acquired knowledge. Tests to determine the language level (placement test) are used to determine the level of language proficiency and further distribution into groups. In particular, such tests check knowledge of grammar, the presence of a certain vocabulary, the ability to understand reading, writing and speaking skills.

Progress and achievement tests, or performance tests, are a means of monitoring the success of student preparation. In these tests, only the material that students studied in the classroom is checked. There are two types of progress and achievement tests: short-term and long-term. Short-term performance tests allow you to check how well students understood and mastered the material presented in individual sections or chapters. They allow the teacher to decide what should be given special attention: correcting common mistakes or consolidating the material covered. Long-term progress tests are also called course tests because they test the performance achieved at the end of the entire course of study. They allow students to judge how far they have progressed in the study of a particular subject. In foreign educational institutions, students can often move to a higher level of education (to another course) based on the results of these tests. International standardized tests for professional purposes (proficiency tests) allow you to check the level of knowledge of students for compliance with general standards, giving a broad picture of their knowledge and abilities. When studying English, examples of such testing-exams are, in particular, TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System), which are mandatory for those wishing to enter English-speaking universities. You can also mention the TOEIC (Test of English for International Communication) exam, which diagnoses business communication skills in English and is used by foreign companies in employment.

When conducting testing in English classes among students (cadets) studying in the specialty 23.03.01 "Technology of Transport Processes", teachers use various types of tests, which ensures greater reliability of the results. For example, before the start of training, all applicants with the help of a test to determine the level of English proficiency (placement test) are divided into two subgroups depending on the level of language proficiency: beginner and continuing.

Diagnostic tests (diagnostic test) are used by teachers throughout the semester when introducing new lexical and grammatical material.

Benefits of Using the Test-Tech-Test Method

So, testing as a test of knowledge is part of the learning process. There is a whole system of knowledge assessment and rating testing of students [9]. Testing cannot be separated from learning, and vice versa. The task of the teacher in the learning process is not only to present the material, but also to check how well the students have mastered or what they were taught, and how effective the materials and methods that the teacher uses. So, in the GUMRF them. adm. S. O. Makarova has been testing first-year students at the beginning of the academic year for many years in order to identify their knowledge of English grammar. And since 2018, comprehensive testing has been carried out, covering not only the grammatical aspect, but also reading comprehension, and listening comprehension of English speech. Such an integrated approach greatly facilitates and improves the further work of the teacher, revealing the initial knowledge of students as much as possible.

Conclusion.

Test technologies are becoming the most promising form of knowledge control. As experience shows, testing allows you to objectively and quickly check the level of knowledge of students, as

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well as timely eliminate gaps in the assimilation of lexical and grammatical material. The application of the Test-Teach-Test method helps to rationally build a training program and achieve better results when teaching students of different levels of language proficiency.

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