

Minailova A. V.

Ph. D. of Pedagogy, Associate Professor, Head of the Department of Modern Languages, Educational and Research Institute of Humanities of Admiral Makarov National University of Shipbuilding (Ukraine, Mykolaiv),
alevtina.minyajlova@gmail.com

Shlyakhtina O. S.

Senior Instructor of the Department of Modern Languages, Education and Research Institute of Humanities of Admiral Makarov National University of Shipbuilding (Ukraine, Mykolaiv), helenskripak@gmail.com

ASSESSMENT STRATEGIES IN ESP DISTANCE LEARNING

The article reveals the essence and objectives of assessment as an important component of the educational process. The peculiarities of distance learning in higher education institutions in the conditions of quarantine introduced by the Government of Ukraine due to a pandemic have been outlined. The main methods of assessment in the process of ESP distance learning have been analyzed.

Keywords: *distance education, distance learning, English for specific purposes, assessment strategies, higher education institutions.*

The COVID-19 pandemic has created new conditions for the organization of the educational process at all levels, in particular in higher education institutions. Adaptation to new conditions and the transition to distance learning as the main form of learning have forced teachers to refocus on new methods of teaching and assessing knowledge, skills and abilities of students. This transformation was not easy, as it turned out that the education system was not ready for such radical changes and teachers faced many methodological and organizational problems. One of these problems is the assessment of students' knowledge, skills and abilities in the context of distance learning, in particular English for Specific Purposes (ESP).

Assessment and evaluation are essential components of the educational system. Assessment in teaching ESP is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that contribute to student achievement and the success of educational programs. For teachers, “assessment” is a process of gathering information that accurately reflects how well a student is achieving the expectations of a particular course [2; 57]. Without an effective assessment program it is impossible to know whether students have learned, whether teaching has been effective, or how best to meet students’ learning needs.

The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research shows that regular monitoring and feedback are essential to improving student learning. Specific studies and suggestions were given by the number of researches about assessment and evaluation methods and the factors that affect them: Rea-Dickens P., Germaine K., Genesee F., Upshur J., O’Mally J. M., and Valdez-Pierce L. Methodologists Shank P., Gaytan J., McEven B., Robles M., Braathen S. and others devoted their research to the problems of assessment in the process of distance learning. However, the problem of assessment in ESP distance learning is not sufficiently developed and requires further research and improvement of methods. Therefore, we aimed to analyze the main assessment strategies in the process of distance learning in ESP course.

Assessment of knowledge in the context of distance learning requires a slightly different approach than the approach to traditional learning. There are no unique evaluation methods that are suitable for all learning situations. However, there are certain requirements that evaluation methods must meet. First of all, assessment should aim to help a student succeed in learning English. Besides, another important function of an evaluative exercise is to make decisions about how to change the teaching approach in order to help a student acquire new skills.

As the assessment methods must match the level of desired competencies, assessment in ESP distance learning process requires educators to modify their teaching strategies and move away from traditional learning.

Assessment methods and strategies in ESP distance learning are determined by the following peculiarities of the educational process: 1) students may have slow Internet connection; 2) teachers cannot control students' integrity; 3) difficulties in processing tests from students sent to the teacher's e-mail (students from different groups simultaneously send their tests without specifying the type of test, topic, group number, and students often use nicknames for their mailboxes which complicates the identification process).

Taking into account the above – mentioned peculiarities of distance learning, the most effective assessment methods and strategies are:

1. Test

Test is a traditional assessment tool. In addition, when combined with technologies, it is an effective way to engage students in learning. Questions in tests can take a number of forms, such as multiple-choice or fill-in-the-blanks. One of the advantages of tests is that they are short and easy to evaluate. Another is that question order and options can be randomized, so each student's test is unique. It is also possible to embed a knowledge check test into a module or make a final assessment test at the end of the course to assess students' overall performance. To prevent copying during the test, teachers can limit the time for doing the test.

2. Open-ended questions

Open-ended questions are one of the most popular methods of assessment. They are also effective in distance learning. This type of questions encourage students to express their thoughts, feelings, and at the same time test their overall comprehension of the topic, writing skills, grammar, and vocabulary. This assessment method stimulates critical thinking and requires a longer time for students to think, organize, and compose their answers.

3. Online interview

During brief online interviews, students can demonstrate their proficiency in language. Sometimes it can be useful to conduct group interviews – for example, for team projects.

4. Dialogue simulation

A dialogue simulation is a way to teach students real-life conversations in their professional environment. Creating a conversation activity based on specific situations that students may face in the future gives them the opportunity to practice their reactions and quick responses and allows teachers to assess the skills of dialogic speech of students.

5. Presentations

Presentations are one of the most effective assessment methods in ESP distance learning. When making a presentation, students show knowledge that they got earlier. Presentations develop speaking and interaction skills with the audience. Moreover, a teacher has the opportunity to assess the level of professional proficiency of the student and the ability to use complicated grammatical constructions.

6. Chatting

English-language group chat with students in Viber / Telegram / WhatsApp motivates students to use spoken English, develops communication skills and allows a teacher to assess students' proficiency.

7. Peer Evaluation and Review

Peer evaluation turns the tables to put learners on the instructor's seat and allow students to review and edit each other's work. Such activities give each participant a chance to see not only the mistakes of others but also their own ones and analyze them.

Each of these assessment methods and strategies is essential and important in ESP distance learning, but they are more effective when they are used in an integrated way.

Thus, the introduction of distance learning as the main form of educational process forces teachers to adapt to new conditions and use different approaches in ESP course in order to teach and assess students' knowledge, skills and abilities.

References

1. Gaytan J., McEwan B. Effective online instructional and assessment strategies. *The American Journal of Distance Education*. 2007. № 21. P. 117–132.
2. Genese F., Upshur J. Classroom-based Evaluation in Second Language Education. Cambridge: Cambridge University Press, 1996. 286 p.
3. Robles M., Braathen S. Online assessment techniques. *Delta Pi Epsilon Journal*. 2002. № 44. P. 39–49.
4. Shank P. Four typical online learning assessment mistakes. *Assessing online learning: Strategies, Challenges and Opportunities*. Madison, WI: Magna Publications, 2009. P. 4–9.

Міняйлова А. В., кандидат педагогічних наук, доцент, завідувач кафедри сучасних мов, Навчально-науковий гуманітарний інститут Національного університету кораблебудування імені адмірала Макарова (Україна, Миколаїв), alevtina.minyajlova@gmail.com

Шляхтіна О. С., старший викладач кафедри сучасних мов, Навчально-науковий гуманітарний інститут Національного університету кораблебудування імені адмірала Макарова (Україна, Миколаїв), helenskripak@gmail.com

Основні методи оцінювання в процесі дистанційного викладання англійської мови для спеціальних цілей

У статті розкрито сутність і задачі оцінювання як важливої складової навчального процесу. Окреслено особливості дистанційної форми навчання у закладах вищої освіти в умовах карантину, запровадженого урядом України через пандемію. Проаналізовано основні методи оцінювання в процесі дистанційного викладання англійської мови для спеціальних цілей.

Ключові слова: дистанційна освіта, дистанційна форма навчання, англійська мова для спеціальних цілей, методи оцінювання, заклади вищої освіти.

УДК 811.111:159.9

О 34

Овсянко Г. В.

викладач кафедри сучасних мов, Навчально-науковий гуманітарний інститут Національного університету кораблебудування імені адмірала Макарова (Миколаїв, Україна), ovanva@gmail.com

ОСОБЛИВОСТІ ФОРМУВАННЯ ІНШОМОВНОЇ ПРОФЕСІЙНОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ СПЕЦІАЛЬНОСТІ «ПСИХОЛОГІЯ»

Розглянуто питання формування іншомовної професійної компетенції як важливої складової комунікативної компетентності майбутніх психологів. Наголошено на необхідності та важливості вивчення термінологічної лексики у процесі опанування іноземної мови фахового спрямування студентами-психологами. Проаналізовано етапи формування іншомовної професійної компетенції та зазначено необхідність постійного пошуку нових можливостей і способів її удосконалення у студентів-психологів.

Ключові слова: психолог, іншомовна компетенція, лексична компетенція, комунікативна компетентність, термінологічна лексика.

Постановка проблеми. В сучасних умовах конкурентної боротьби на ринку праці до випускників вищих навчальних закладів спеціальності «Психологія» висуваються підвищені вимоги до рівня сформованості їхньої іншомовної професійної компетенції.

Недостатній рівень сформованості іншомовної професійної компетенції обмежує спеціаліста-психолога у прийнятті участі в міжкультурній комунікації та можливості отримання інформації із аутентичних фахових джерел.