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### **FEATURES OF CONDUCTING ENGLISH LANGUAGE TEST CONTROL**

Modern fast-moving conditions of human life often provoke the emergence of situations in which it is necessary to overcome difficulties and respond to multifaceted challenges, to show readiness to maintain a high level of self-efficacy in activities, communication and social interaction, and to ensure the success of self-realisation [8]. Improving control is one of the most relevant topics in modern foreign methodological literature on foreign language teaching, which is constantly discussed on the pages of methodological journals. Considerable attention is paid to the development of test tasks and the typology of tests.

A. Davis distinguishes the following types of tests: proficiency tests, diagnostic/placement tests, achievement tests and aptitude tests. Achievement tests control the assimilation of the material covered; proficiency tests – the general level of competence within the topic; and diagnostic tests – identify individual gaps (pronunciation, grammar, vocabulary) and allow planning measures to eliminate them [5].

The development of language testing problems in the 20th century went from a pre-scientific to a communicative stage, between which psychometric-structuralist and psycholinguistic «eras» are distinguished, which corresponded to discrete and integrative approaches to testing [9].

Integrative tests (e.g., cloze and dictation) measure the ability to integrate different skills in a manner similar to real language use. When

performing a cloze test, candidates restore the deleted elements based on the context; in the traditional version, the first and last sentences remain unchanged, and deletion can be performed every *n*th word or by grammatical feature (article, preposition, etc.). There are varieties: multiple-choice cloze, summary/matching/banked cloze, and cloze elide/negative cloze/editing [3, p. 703].

The basis of the cloze test is a coherent text in which the gaps are restored due to the context. The execution algorithm includes understanding the information, analysing the grammatical structure and choosing based on the lexical stock. Candidates read the text twice: during the first reading – the general meaning, during the second - they fill in the gaps. Correct completion indicates the accuracy of understanding the text in a combination of linguistic and extralinguistic factors [1].

Advantages of the cloze test: candidates formulate answers independently, rather than choosing from ready-made options; the task requires understanding the content and establishing connections between facts; a large amount of material is checked; time saving. Disadvantage: limited time can cause random errors [1, p. 25].

Dialogue-based cloze tests can also provide an indirect assessment of oral skills, but in a school environment, the lack of an authentic language environment reduces their effectiveness (they are more successful in a bilingual environment or with constant contact with native speakers) [6].

The modern model of communicative competence consists of linguistic (organisational – grammatical and textual; pragmatic – illocutionary and sociolinguistic), strategic (planning, implementation of strategies) and psychophysiological (channels and modes of perception/production) components. Integrative tests mostly measure the linguistic component but not completely the speech component (especially speaking).

To identify the level of learning and mastery of lexical and grammatical material, it is advisable to use diagnostic (placement) tests with the support of a psychological approach: preventing guessing answers and taking into account the individual pace of work and motivation [2, p. 80-81].

Testing is not only a control tool but also a teaching tool. It optimises the learning process (clarity of procedures, availability of samples), promotes active mental activity, objectivity of results and the formation of a positive attitude towards language learning. Based on the analysis of the results, the teacher sees the level of assimilation of the material and can adjust the learning process [2].

The purpose of the test is to determine the level of formation of foreign language communicative competence in accordance with the state standard.

Objects of control: types of speech activity (reading and writing) and language use (vocabulary and grammar).

Reading: strategies are tested – introductory, exploratory and selective reading. Grammar and vocabulary: tasks of a communicative-cognitive direction determine the ability to select language tools in accordance with communicative needs. [4].

To control written competence, tasks are used to create their own written statements (letters, messages, announcements, etc.) that simulate real communicative situations.

Forms of tasks for reading and understanding authentic texts: choosing the correct answer; establishing correspondences; filling in the gaps; finding arguments and conclusions; choosing paragraph titles [7].

To increase the effectiveness, it is necessary to adhere to the following conditions: gradual introduction of test control; start with simple tests; clear organisation (timing, explanation of tasks, standard forms for answers); mandatory analysis of the results. The use of tests in current control also familiarises students with the format of tasks and develops testing skills, which is especially important when preparing for external exams [1, p. 25].

Testing is an important means of objective control of the level of proficiency in a foreign language. A rational combination of integrative, diagnostic and achievement tests, taking into account psychological and pedagogical requirements, provides not only assessment but also the development of speech skills and improvement of the educational process.

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