THE USE OF ALTERNATIVE METHODS OF ASSESSMENT AS A WAY TO RESOLVE THE CONTRADICTION BETWEEN: THE TRADITIONAL ORIENTATION TOWARDS ASSESSING THE KNOWLEDGE, SKILLS AND ABILITIES AND THE NEED FOR A WIDER PERCEPTION OF LEARNING OUTCOMES AS EDUCATIONAL ACHIEVEME

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Abstract: Recently, qualitative changes have taken place in the content of education: the emphasis from subject knowledge of skills and abilities as the main goal of learning has been shifted to the formation of general educational competencies of students. In this regard, the approach to assessment has also changed.

Key words: assessment, language teaching methodology, English, educational competence.

The traditional method of assessment gives an answer only to the question whether the student knows or does not know a particular topic. This method is not very informative, does not record the real achievements of each individual student, and also does not provide a full-fledged opportunity for the formation of student independence in assessment. Most often, such an assessment system has a "traumatic" character, it contributes to the appearance of students who give up after the first failure, lose interest in learning.

In the new paradigm of educational standards, assessment is designed to stimulate learning, not inhibit it. Thus, the search for such an approach to assessing the achievements of students is coming to the fore, which would eliminate negative aspects in learning, would contribute to the individualization of the learning process, increase educational motivation and independence of students. The question arises before the teacher: how to do it?

The main object of assessment in the conditions of the State Educational Standard is the planned results: personal (self-determination, moral orientation, meaning formation), metasubject (regulatory, cognitive, communicative) and subject (a system of basic knowledge and a system of objective actions).

The purpose of the assessment is to evaluate both the results achieved and the process of their formation. State educational standards provide for an integrated approach to assessment and the use of a variety of methods and forms of assessment. The main emphasis is on assessing the dynamics of individual achievements of students in the process of mastering the program.

In order for the assessment to be effective, a variety of strategies and appropriate tools should be used, which will create a solid foundation for further learning, will contribute to the success of the teaching as a whole. Applying this or that strategy, you need to understand what it is aimed at, what results we want to achieve, how we help the student to think about their successes and achievements.

One such approach to assessment is formative assessment, or assessment for learning. With this approach, the role of the teacher changes, the educational process is built on the basis of cooperation between its participants. Evaluation is carried out continuously, the very process of movement towards a quality result is assessed. Part of the authority is transferred to the student, thus transforming into self-

control and self-esteem.

I believe that the need for self-control and critical self-assessment of one's actions, constantly developing in the student, turns into his personal quality, which he will need in any other activity. Once formed, it becomes an integral part of his character, which in turn will contribute to the further development of the student's thinking abilities.

The main thing in a student's learning activity is the understanding of what he is studying and for the sake of what he is doing it. At the same time, I try to make the student aware of what is happening to him in the process of studying my subject, to feel his development. I try to awaken in student the desire to rise spiritually and intellectually one step higher in learning English. The most important prerequisite for this is the creation of psychological comfort for students to acquire knowledge and self-expression. The components of a positive psychological atmosphere are: mutual respect, mutual understanding, mutual enrichment of the teacher and students. With any progress of the student in the study of my subject, I don't skimp on positive emotional responses, words of encouragement. I try to instill in them confidence in myself and my abilities. I maintain a positive attitude with a variety of activities in the lesson, stimulation, creating situations of success, providing each student with opportunities for self-expression, increasing self-esteem.

And in order to track the progress of the student in the study of my subject, his success, I use in my lessons self-assessment sheets with questions that force students to analyze their work during the lesson, studying the topic. This helps them answer the questions, "What am I doing?", "What do I need to work on?" and "What do I need to do next?", "How can I bridge the gaps?"

Effective self-assessment requires:

• students' understanding of how their work and activities are assessed;

• development of critical thinking skills;

• development of objectivism;

• focusing students' attention on their goals

Thus, this grading system allows the teacher

— objectively assess the students at the end of the lesson, which is very important;

— to teach students self-assessment not only of educational activities, but also in life and professional self-determination;

— to monitor the results of students' activities, which will reveal gaps in knowledge, problems in the assimilation of the studied material by individual students, the level of their psychological and emotional mood in the lesson, and as a result — the organization of correctional work;

— to create conditions under which the student is interested not only as a result of work, but also in the very process of learning activities, which ensures a high level of learning motivation.

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