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FORMATIVE ASSESSMENT AS AN IMPORTANT ASPECT OF FOREIGN LANGUAGE TEACHING

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Introduction

Today there is a lot of talk about the individualization of the educational process, increasing the educational motivation and academic autonomy of students. The most appropriate mechanism for the requirements of modern society, which takes into account the individual abilities of students and their age characteristics, is formative assessment, which can also be called assessment for learning. Formative assessment is a process of searching and interpreting data used by students and their teachers to determine the stage at which students are in the process of their education, the direction in which they should develop, and how best to achieve the required level.

Main part

For years, the topic of formative assessment has been relevant for scientists in the field of pedagogy and teaching methodology. Table 1. demonstrates the structure of formative assessment based on data from the International Conference of the Center for Research in Education and works of Black and William, Clark [1, 2].

Table 1. The structure of formative assessment

International Conference of the Center for Research (2008)	<ul style="list-style-type: none"> • Create a culture in the classroom; • Formulate learning objectives; • Use a variety of teaching methods to meet the different needs of students; • Use different approaches to assess students' understanding of the material; • Provide feedback for students and adapt the learning process to the identified needs; • Actively involve students in the learning process.
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Black & William (2009)	<ul style="list-style-type: none"> • Design an effective classroom discussion, apply questions and assignments that can be used as evidence of learning outcomes; • Provide feedback that is aimed at the development of students; • Explain the evaluation criteria and expected results; • To promote the formation of students as creators of their own knowledge; • Use students as sources and resources of mutual learning.
Clark (2013)	<ul style="list-style-type: none"> • Develop a learning culture; • Involve students at the planning stage; • Generate assessment criteria together with students who know the learning objectives; • Use discussions and discussions in the classroom; • Promote effective feedback from students, peers and teachers.

Thus, the formative assessment is one of the key elements for the individualization of the educational process and the development of students' autonomy. Nowadays teachers practice a learner-centered approach in educational institutions around the world. In the process of conducting a formative assessment, the achievements and gaps of each student are taken into account in order to adapt the curriculum. Conducting a formative assessment consists of several stages.

Planning:

- Study of teaching materials (Curriculum, Assessment Guidelines, Methodological recommendations);
- Analysis of learning objectives and expected results;
- Compilation of evaluation criteria;
- Definition of teaching methods and evaluation of achievement of results;
- Creating a lesson plan.

Organization:

- Use of Assessment Guidelines, Collections with sample assignments for formative assessment;
- Creating of tasks in accordance with the evaluation criteria, task descriptors and feedback forms.

Carrying:

- The use of provisions on the conduct of criteria assessment;
- Conducting teacher assessment, mutual and self-assessment of students;
- Providing constructive feedback to students and parents;
- Collecting and analyzing information for timely adjustment of the learning process, reflection and long-term planning[3].

It is very crucial to observe all stages of formative assessment in order to objectively evaluate each student and give quality feedback. After all, formative assessment is not only points for the efforts and knowledge of students, it is a way to increase motivation to learn, work on mistakes and gaps, and a way to monitor academic achievements for further adjustment of the curriculum for each student.

According to Black and William the key components of formative assessment to improve learning are:

- 1) providing effective feedback with the student;
- 2) active participation of students in the process of their own learning;
- 3) constant adjustment of pedagogical activity taking into account the results of evaluation;
- 4) increasing the level of motivation;
- 5) the ability to evaluate their knowledge independently[4].

Formative assessment is not only an assessment given by a teacher, formative assessment teaches learners to evaluate and analyze the achievements and gaps of peers as well as themselves. This is necessary to individualize the educational process and increase the students' autonomy.

Mutual assessment helps students provide each other with the necessary feedback for mutual learning, mutual support and providing them with the opportunity to reason, discuss, explain and critically evaluate each other. Successful mutual assessment can help develop self-esteem and ensure, in the long term, the willingness of students to assume increasing responsibility for their own learning progress. There are many methods of encouraging students in self-evaluation and mutual evaluation, which are not limited to only marking work. "Self-assessment is an assessment of oneself, one's achievements and shortcomings" [5].

Formative assessment in the teaching of a foreign language provides for the uniform development of all four types of speech activity. Each type of speech activity and the following language skills has its own peculiarities of development and evaluation.

The listening skill is the level of understanding of the main idea of the listener, identifying and finding the necessary information, the ability to use information in practice. **Speaking skill** is the ability to express your own opinion about a task, topic, the ability to defend your point of view, make decisions and draw appropriate conclusions. **The reading skill** is the ability to perceive and understand at different levels the basic and additional information in texts, the ability to read according to the norms and rules of speaking, apply research reading, review reading, critical assessment of the situation, identify and find evidence for the main arguments. **The writing skill** is the ability to disclose a topic, write competently, defend, express and defend one's own opinion, making appropriate conclusions.

Each skill requires a separate approach and should be developed on a par with the others in order to avoid gaps in language knowledge. In teaching a foreign language for students with A2-level of English language proficiency, each skill has different ways of evaluation:

Assessment of Listening and Speaking skills: working with media materials (obtaining information on audio and video materials, summary and description of the content of the film), working with text (retelling, dialogue, monologue); working with media materials (discussion problems raised in video, audio material, the ability to critically evaluate information, the ability to defend one's point of view).

Assessment of the "Writing" skill: composition description and presentation (short story, essay, scenario of the production), as well as writing a text for a specific audience (appeal, comment, short article, advertisement, story, essay, letter, conclusion).

Assessment of the "Reading" skill: working with text (determining genre, analyzing information, participating in discussions (address, letter, article), working with new words, drafting "problematic" questions, completing test tasks, working with tables, ability to compare information), feedback, discussion, analysis.

The peculiarity of the *formative assessment technique* is that it is an assessment that is used in everyday practice at each lesson, which means that the teacher and students can influence the quality of education at the earliest stages of learning. In addition, formative assessment is applied in a form that is acceptable for both students and teachers.

Formative assessment is an endless stream of feedback from teachers with students and making adjustments to the activities of teachers and students in order to improve the learning process. There are two types of feedback: oral and written. Regardless of the type of feedback, the teacher should:

- to mark what the students have done well;
- if there are errors, provide students with specific recommendations for improving their work.

Feedback for a student is getting information that helps to realize their own achievements and gaps in learning, and specific recommendations for moving forward; for a teacher, it is getting information that helps to realize gaps in learning and making changes in their activities (selection of new methods, teaching techniques, making changes in the allocation of lesson time, etc.).

One of the main requirements for evaluation activities is the formation of students' skills to evaluate their results, see their mistakes, and know the requirements for different types of work. To achieve this goal, it is necessary to use methods of self-assessment and mutual assessment.

Self-assessment is one of the types of evaluation activity associated not with marking yourself, but with the evaluation procedure. It is most of all connected with the characteristics of the task completion process, its pros and cons, and least of all with points [6].

Conclusion

Conducting a formative assessment requires compliance with its entire structure and clear criteria by which students will be evaluated. It is also worth noting the importance of high-quality feedback that will provide a clear understanding of where students should work harder and pay more attention. In teaching language subjects, it is necessary to equally develop and evaluate all language skills and take into account the needs of their assessment for each level. It is worth conducting different forms of assessment (teacher assessment, mutual assessment and self-assessment) in order to also improve the skills of analyzing educational achievements and students' autonomy.

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DEVELOPMENT OF STUDENTS' LIFE SKILLS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Introduction

Improving students' life skills is considered one of the key factors in education because these skills are as important as academic skills. Up until now, various teaching methods have been studied to help develop students' life skills. One of them, project-based learning (PBL) is considered an effective way to develop students' life skills according to the needs of the 21st century. The project-based learning method, which first appeared in the practises of leading teachers at the start of the 21st century, is the basis of the modern technology of project-based learning. William Kilpatrick in North America provided the first famous description of the experience of working on the project-based method.