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ISSUES AND CHALLENGES OF MODERN TEACHING AND EDUCATIONAL ASSESSMENT

ОСОБЛИВОСТІ ТРАНСФОРМАЦІЇ ОЦІНЮВАННЯ КРІЗЬ ПРИЗМУ АКТУАЛЬНОСТІ ТА СУЧАСНОСТІ

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The term of evaluation is described in the article. Also main roles of evaluation in general in context of modern English teaching are defined.
Key words: evaluation, modern English teaching, modern English assessment.

У статті досліджено поняття «оцінювання» у контексті викладання сучасної англійської мови у вищій школі, а також виділено основні чинники, що формують оцінку загалом.
Ключові слова: оцінка, оцінювання у вищій школі, ефективність оцінювання, проблематика об'єктивного оцінювання.

В статье исследовано понятие «оценка» в контексте преподавания современного английского языка в высшей школе, а также выделены основные факторы, формирующие оценку в целом.
Ключевые слова: оценка, оценивание в высшей школе, эффективность оценивания, проблематика объективного оценивания.

Evaluation in teaching English language is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs.

As a part of the whole system to improve and maintain quality of education, evaluation became of increasing interest to the profession and its role in all aspects of language teaching.

Assessment occurs in many contexts and is done for a variety of reasons. Traditionally, the most common way to measure achievement and proficiency in language learning has been the test. Even though alternative forms of assessment are growing in popu-

larity, most teachers still use this old standby. And while many teachers may be gifted during the class, even the best may need some help in constructing reliable test items.

Putting old schemes side, we have to pay a lot of attention to alternative forms of assessment, which are also being used more and more often nowadays. Whether we want to include student portfolios or web-based testing in our curricula, our focus should always be on gathering information that reflects how well our students have learned what we tried to teach them. Also teachers should work upon providing an outline of the types of questions we need to ask ourselves in order to find and match best alternative assessment techniques in its appropriate language education contexts.

Assessment is perhaps one of most difficult and important parts of teachers' job. Ideally, it should be seen as a means to help us guide students on their road to learning.

No single procedure can meet the needs of all learners and situations, so we need to remember to incorporate a variety of tools to help our students know how they are progressing and to gauge the effectiveness of our own methodology and materials.

A primary concern in education is whether students attain the objectives of the course of study or curriculum scope and sequence. Objectives refer to goals of a course of instruction whether we consider instruction as a course, a unit, or a lesson. In Dictionary of Language Teaching & Applied Linguistics two different types of objectives are distinguished:

1. General objectives, or aims, are the underlying reasons for or purposes of a course of instruction. General objectives are also called long-term goals.

2. Specific objectives or simply objectives are descriptions of what is to be achieved in a course. They are more detailed descriptions of exactly what a learner is expected to be able to do at the end of a period of instruction. This might be a single lesson, a chapter of a book, a term's work, and etc. A description of specific objectives which can be observed and measured is known as behavioral objectives.

It is important to clarify the distinction between evaluation and assessment. These terms are often used interchangeably, but they are technically different. Assessment of an individual student's progress or achievement is an important component of evaluation: it is that part of evaluation that includes the measurement and analysis of information about student learning. The primary focus of assessment in Teaching English Language has been language assessment and the role of tests in assessing students' language skills.

Evaluation goes beyond student achievement and language assessment to consider all aspects of teaching and learning and to look at how educational decisions can be made by the results of alternative forms of assessment.

To be useful and effective, evaluation and assessment requires planning. Preparing for evaluation should be an integral part of planning each lesson or unit as well as general planning at the beginning of the semester or course. Instruction and evaluation should be considered together in order to ensure that instruction provides itself to evaluation and that the results of it can direct ongoing instructional planning.

Moreover, if evaluation is not planned along with instruction, the time required for assessment activities will most likely not be available. As pointed earlier, clearly an important focus of assessment and evaluation during practical classes is student achievement. Teachers need to know what and how much students have learned in order to monitor the effectiveness of instruction, to plan ongoing instruction, and for accountability purposes.

The term evaluation implies process by which the values of some efforts are ascertained. When the term is applied to the program of university, it means that the process by which we find out how far the objectives of the program are being realized. This task seems to be simple and straightforward, but in education, however, the problem of evaluation is more complex for several reasons.

On one hand, we have not agreed on our fundamental objectives, so that we are in doubt as to what values we expect to attain and therefore what results to look for in our evaluation.

But on the other hand Educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders, and to provide a measure of performance for marketing purposes.

Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavoring to facilitate.

The greatest problem facing education today is the evaluation of learning. This is a problem that permeates the entire field of education, starting from within the class, to government policies, to accreditation, to standards being set, to teachers being evaluated, to the outcomes of education.

It is a problem that thus far has been accelerated by the simple use information and communication technologies through forms , although we are at a tipping point to use new technologies, such as those involved in the gamification of education, mass qualitative research, and intelligent computing utilizing statistical analysis, to solve part of the problem.

It is very important to emphasize on the fact that the system of education has changed from traditional to modern. The following changes occur content delivery, knowledge production, transfer of knowledge from teacher to student towards encouragement of development and construction of knowledge, courses and programs changing to the adaptation of the study environment, from the faculty professionalism to the quality of teaching and student learning and the early involvement of students in research work and projects.

Education itself must lead to empowerment: through education, individuals should acquire the capacity to make decisions and act effectively in accordance with those decisions, and this in turn entails the ability to influence the rules of play through any of the available options. Thus, education consists in developing not only personal but also social qualities; it is the development of social conscience: awareness of how society works, knowledge of how it is structured, and a sense of the personal agency which allow action. Essentially, it opens a dialogue between the personal and the collective, between common and individual interests, between rights and obligations.

The term 'evaluation' implies a process by which the values of some enterprise are ascertained. When the term is applied to the program of university, it means the process by which we find out how far the objectives of the university program are being realized. This task seems to be simple and straightforward, and the evaluation of certain social institutions is not particularly complex. For example, in the case of retail business enterprise, the usually recognized objectives are only two, namely, the distribution of large quantities of goods and the making of a profit from the sale of these goods sold and the profits made are tangible and not difficult to apply.

Einstein once said that no problem can be solved from the same level of consciousness that created it. Current needs suggest that we must learn to view the world and therefore education, in a new way. Higher education has in the past demonstrated its crucial role in introducing change and progress in society and is today considered a key agent in educating new generations to build the future, but this does not exempt it from becoming the object of an internal reformulation.

The European Union, for example, has stressed that higher education must change and adapt to economic and social needs, that institutional change is essential to educational innovation, and that information and communication technologies must form part of the teaching and learning process.

The second international challenge is to encourage international cooperation between institutions in order to share knowledge across borders and facilitate collaboration.

New teaching and learning approaches that enable the development of critical and creative thinking should be integrated. The competencies common to all higher-education graduates should be determined and the corresponding expectations should be defined.

In a knowledge society, higher education should transform us from disoriented projectiles into guided missiles: rockets capable of changing direction in flight, adapting to variable circumstances, and constantly course-correcting. The idea is to teach people to learn quickly as they go along, with the capacity to change their mind and even renounce previous decisions if necessary, without over-thinking or having regrets. Teaching and learning must be more active, connected to real life, and designed with students and their unique qualities in mind.

As a consequence, I would like to admit, that for students to be evaluated properly in the future, the work of higher-education institutions must be relevant. What they do, and what is expected of them, must be seen as a service to society. All researches must anticipate social needs and the products of their research must be shared effectively with society through appropriate knowledge-transfer mechanisms.

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