

TO THE PROBLEM OF THE FORMATIVE ASSESSMENT IN YOUNG LEARNERS' FOREIGN LANGUAGE EDUCATION

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Monitoring and evaluation of educational achievements of junior schoolchildren in mastering foreign-language communication in the conditions of NUS are characterized by the following features: control over the subject-subject principles, which implies systematic tracking of the student's individual development in the process of learning a foreign language; the ability to control the learning process through feedback; formative nature of control and evaluation; authenticity of control and evaluation; the ability of control to provide teachers with reliable information about the level of mastery of foreign-language communicative competence of younger students; objectivity of formative and final control and evaluation; the use of verbal and point forms of assessment; the ability to contribute to the formation of self-control, self-reflection and self-esteem of the student [1, p. 61; 2, p. 64].

Formative assessment is an interactive assessment of the progress of younger students in mastering foreign language communication, which allows the teacher to determine the needs of students and adapt the learning process accordingly. Evaluation becomes formative if there are certain components in the educational process, the purpose of which is to purposefully and qualitatively form the result, revealing the process of achieving it.

The first component of the formative assessment methodology is the definition of objective and understandable educational goals for primary school students learning a foreign language in each lesson. The set goals are the desired learning outcomes and provide a clear idea of the need to master language, speech competences. These goals can be formulated on the principle of SMART-goals.

SMART is an abbreviation of English words, indicating the characteristics of the training objective. S-Specific. The goal should be clear, accurate, specific, not allowing double interpretation. M-Measurable. The goal must be measurable, implying the presence of quantitative and qualitative criteria, reaching which one can be convinced of achieving the goal. A-Achievable. The goal should be achievable taking into account external opportunities and risks, as well as the resources that the teacher and students have. R-Relevant. The goal must be appropriate to the changing situation. T-Timebound. The goal must be defined in time and have time constraints to achieve it. In order for the goals to become clear to students, it is necessary to formulate and voice them in a language accessible to children. The activity of the younger student will become motivated and purposeful when he realizes the meaning of the educational

goal. In order for a student to formulate and assign a goal to himself, he must be put in a situation in which he will feel a deficit of his knowledge. In this case, the goal is to be perceived by him as a problem [3, p. 113-115]. Below are the techniques for setting goals in English lessons in elementary grades.

Technique 1. Brainstorming.

Students are invited to fill out a cluster or recall as many words-associations on the topic. All words that are called schoolchildren are written on the board. After the students provide answers, the question is asked: "What would you like to know about this topic?" After that, children are invited to formulate the theme and goals of the lesson.

Technique 2. Topic - question - plan.

The topic of the lesson is formulated as a question. Students need to develop an action plan to answer the question. Children put forward many thoughts. Next, students formulate the theme and goals of the lesson.

Example 1. Do you want to know what Simon's room (classmate, fairy-tale hero) looks like? How to do it? 1. Look at the picture. 2. Listen to the story about the room. 3. Read the text. 4. Ask the interlocutor.

Technique 3. Bright spot situation.

Among many of the same type of objects, words, numbers, letters, figures one element is highlighted or sized. Through visual perception, attention is concentrated on the selected object. For example, suggested words: I, He, My, You, We. Word. "My" is highlighted. Students together determine the reason for the allocation and generality of the proposed. Next, the topic and goals of the lesson are formulated.

The formulated goal or task must be written on the board. At the end of the lesson, it is necessary to return to this record and invite students not only to analyze what they managed to do in the lesson, but also to see if they achieved goals. Depending on the results, homework is offered [3, p. 118].

The second component of the formative evaluation technique is effective feedback. Feedback acts in two directions: on the teacher and on the student. Feedback, acting in the direction of the teacher, carries him information about the level of success of students. The teacher analyzes this information on the presence of shortcomings, diagnoses deviations in the possession of foreign-language communicative competence, reveals the degree of compliance with the chosen strategy and tactics teaching real needs. This makes it possible to assess the methodological situation in a timely manner and make the necessary corrective changes regarding the selection of techniques, methods and methods of training, selection of exercises, determination of the mode and duration of their implementation, the sequence of organization of all educational work with students. Feedback towards students gives them information about the success of their educational activities in mastering a foreign language. Such information allows students to carry out self-assessment of achievements in mastering foreign language communication and plan their further educational activities [3, p. 156].

For effective feedback, to measure the level of learning material, the student's progress in the cognition process, various techniques of formative assessment are used.

Let us consider some that are thought to be appropriate for English lessons in primary school. "Traffic lights". During the survey, students raise a "traffic light" - cards with a red or green side to the teacher, signaling their readiness to respond or attitude to a certain material (passivity is impossible; students are forced each time to evaluate their knowledge or demonstrate the attitude). "Flower lawn". A teacher draws on the board a glade of flowers, above each flower the lesson stage or tasks proposed during the lesson are written. Before each child there is a butterfly which they must attach to the flower, associated with the type of activity they liked, remembered most of all. "Sorting out". Students are offered words from different topics in the random order (for example: desk, school, flat, sister, dog, hobby, bed, friend). They have to distribute them on separate topics, pronounce or write (themes: "School," "Family," "Rest," "Accommodation").

The next component of the formative assessment methodology is providing active acquiring of primary school students' communicative competence. Specific organization of educational material, concentration of learning and speech material, usage of peculiar learning techniques, mobilizing more productive teacher's and students' potentials and their interaction in education ensure learning activation.

The development and discussion of the formative assessment criteria involving students is defined as another component of the methodology. The clear criteria make the evaluation procedure transparent and understandable for all the participants of educational process. Creating the criteria by a teacher together with students promotes their positive attitude to evaluation process. The formative assessment criteria are formulated according to the compulsory educational results and primary school students' competences set out in State standard of primary education and in compliance with the expected results defined in the educational program of secondary school.

The methodology of formative assessment involves the ability of students to analyze their own educational activities. It is worth noting that the ability to personal (autonomous) reflection in children of primary school age is rather limited, but the possibilities for its development are updated in the group form. Therefore, for the development of reflection, it is advisable to use various techniques, in particular: "Steps of Success," "Keywords," "Train," "Mood Bouquet," "Cluster," "Cinquain". We will demonstrate the reception of reflection in the form of a cinquain - a poem consisting of five lines, written according to certain rules. The conciseness of the form of this technique develops the ability to summarize information, express an opinion in several significant words and short expressions. "Cinquain" helps determine the degree of assimilation of the studied material with certain themes. It can be offered as an individual independent task, and for work in pairs. Basic rules for writing a Cinquain: the first line - the name of the topic in one word (usually a noun); the second is a description of the topic in two words (usually adjectives); third - description of the action three words (verbs); the fourth is a 4-word phrase showing the attitude of students to the topic (or feeling in one phrase); the fifth is the conclusion (usually a synonym for the first word). For example: 1. Hobby (Favourite activity). 2. Interesting, favourite. 3. To collect, to play, to read (Collect, play, read). 4. It makes me popular. 5. Free time [4, p. 231-232; 5].

The next position of the formative assessment methodology implies students' possibility and skills to analyze their educational activity, their ability to reflection, self-evaluation, mutual evaluation. Specifically selected techniques, used at English lessons, facilitate such abilities.

Self-assessment is an alternative way of evaluating educational achievements, an integral skill of a modern student in the process of cognition and self-knowledge. Self-assessment can be carried out at different stages of educational activity - both at the stage of planning the implementation of the educational task (development of evaluation criteria), and upon completion of its implementation (evaluation by the student of his own work according to the developed criteria). A popular method of self-esteem, involving the development of students' critical thinking skills, is "BLOB Tree" /Blob Tree/Tree with little men. Students are given the task to assess their knowledge of certain lexical or grammatical material and mark yourself on the "BLOB Tree." At the same time, they must explain why they "placed" themselves at a particular height (branch) of this tree. In the process of explanation, each child will be able to identify his knowledge or shortcomings from the studied vocabulary or grammar, as well as outline ways to eliminate them. Together with the teacher, students have the opportunity to come to a common opinion about the need to revise this or that educational material before working on a new piece of it [4, p. 232–233].

In foreign language lessons, it is also advisable to involve students in mutual assessment, which is an element of formative assessment. At the same time, it is necessary to form in them the ability to correctly express the opinion about the result of the work of a classmate, give advice on how to improve it. Mutual evaluation activates learning, forms the ability of students to communicate, promotes the development of critical thinking, teaches to reasonably express their judgments and adequately relate to the comments and recommendations of others. So, working in pairs, students can evaluate each other's work using adjectives and adverbs, which are selected by the teacher taking into account the age characteristics of the students. These are, in particular, the following words: 1) adjectives: wise, bright, modern, capable, diligent, reflective, painstaking, confident, dynamic, efficient, willing, etc.; 2) adverbs: well, fast, quickly, slowly, quietly, easily, etc. [4, c. 232–233]

The last component of the formative assessment methodology is the correction of the approaches taking into account the evaluation results by a teacher and students. The formative assessment enables a teacher's monitoring of students' advance to educational goals, correcting educational process and maintaining students' awareness of self-education responsibility.

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