ASSESSMENT AND TESTING IN EFL CLASSROOM OF PRE-INTERMEDIATE LEVEL STUDENTS

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ABSTRACT

In this article Assessment and testing in EFL classroom of Pre-intermediate level students.

Keywords: intellectual activity: learning, information, game, modeling, design and analytical functions.

ENTER

How would you feel if we told you to test your TEFL knowledge? Nervous? Are you ashamed? In any situation, the threat of a test can cause anxiety and mild panic, and this is especially true in the classroom. Unfortunately, this is a necessary evil. When studying a subject, it's important to be able to evaluate your progress to see if you're meeting your goals or if you need to focus more on a particular area. Assessing yourself as a student is often difficult, so tests become a way for both teacher and student to recognize student strengths and highlight student weaknesses.

This also applies to the English class. If you want to learn English, you want to know whether you know certain language structures or remember certain vocabulary items. On a more general level, you want to know if you're taking English to a higher level, both for practical reasons - should I be in a different class? - and for motivational reasons - are these classes worth my time?

There are two types of classroom assessment - formative and summative. Formative assessment is a test to assess the progress of students at any given time and to inform the teacher what to focus on . Summative assessment is a test at the end of the course that tests students' knowledge of the course content. The results of such a test may mean placing the student in a more advanced class.

In the TEFL world, you probably don't have much to say about the test situation. Some schools use a summative test based on an EFL coursebook, while others use a standardized test that assesses general English ability. What you can control is the form and frequency of formative assessment. In a TEFL class, you will need to assess your students' general English ability, but this can be broken down into vocabulary, grammar, listening and reading comprehension, writing and speaking tests.

The topic of our research is Assessment and Testing in EFL Classroom of Pre-Intermediate Level Students

 The object of the research is the use of innovative educational technologies in the assessment   and testing of pre-intermediate students in the EFL class and the problems that arise in this.

Research methods:

- theoretical and analytical (analysis of methodological literature);

- general didactic (analysis of educational and methodological literature).

LITERATURE ANALYSIS AND METHODOLOGY

Language is culture, i.e. Cultural knowledge is transmitted through authentic language materials during language learning.

Each lesson should have a single focus, students should learn a separate unit of learning content in one lesson. Grammar, like vocabulary, is taught in measured parts in a strict logical sequence: each subsequent lesson should increase the already existing stock.

In the learning process, all four types of speech activity should be involved at the same time. Study material is presented in long dialogues followed by question-and-answer exercises. As a rule, the texts offered for learning this method give a good idea of the culture of the country of the language being studied. However, the teacher's role limits students' ability to creatively use the material being studied in situations of direct communication with each other . [Page 14, 28]

Full physical reaction method. This method is based on two main conditions. First, foreign language perception skills must precede the development of all other skills, as in young children.

Second, the language of the lesson is usually limited to concepts that describe the situation "here and now" and examples that are easily explained in the language being studied. Students should never be forced to speak until they feel they are ready.

 The method   is not intended to teach reading and writing, and the language achieved by this method is not the natural language of everyday communication. The goal of education is to achieve an average level of knowledge of a foreign language. The teacher never draws students' attention to speech errors, because they believe that this can slow down the development of speech skills. The period of early productivity begins when students' passive vocabulary reaches about 500 vocabulary items.

The main components of the innovative approach to education from the point of view of pedagogy are the activity approach. This approach is based on the idea that the activity and development of a person, as well as the interpersonal relations of students,

are related to the goals, content and tasks of activities of social importance.

Active learning. It is based on the fact that the student is increasingly faced with the need to solve problem situations in real life. This method is aimed at the organization of personal development, self-organization, and self-development. The main principle is that the student is the creator of his own knowledge. At the current stage of foreign language education, active learning is definitely a priority. After all, effective management of educational and cognitive activity is possible only if it is based on the active mental activity of students .

Teaching a foreign language using innovative technologies at school involves the introduction of a number of psychological approaches, such as cognitive, positive, emotional, motivational, optimistic, technological. All these approaches focus on the personality of the student.

DISCUSSION AND RESULTS

Today, the prospects for using Internet technologies are quite wide. It can:

Email correspondence with residents of English-speaking countries;

Participation in   international Internet conferences, seminars and other such network projects;

Creation and placement of   sites and presentations on the network - they can be created jointly by the teacher and the student. In addition, there is an opportunity to exchange presentations between teachers from different countries.

Pedagogical experience shows that the work on creating Internet resources is interesting for students due to its novelty, relevance and creativity. Organizing students' cognitive activities in small groups allows each child to show his activity.

However, it should be noted that information technologies, Internet technologies are not a panacea for increasing the motivation and independence of students in the cognitive process of learning a foreign language. In order to achieve the maximum effect, a wide range of innovative, including, of course, various media-educational technologies should be used in the educational process.

Language portfolio as one of the promising means of teaching a foreign language at school. In modern conditions, a language portfolio is defined as a set of working materials representing one or another experience / result of a student's educational activity in learning a foreign language. Such a collection/set of materials allows the student and the teacher to analyze and evaluate the scope of educational work and the scope of the student's educational achievements based on the results of educational activities presented in the language portfolio. language and culture of foreign languages. The idea of creating a tool for self-assessment of foreign language proficiency first appeared in Switzerland more than 10 years ago. Currently, the

Council of Europe has established an Accreditation Committee , where draft language portfolios are sent, further evaluated and discussed , as well as accredited. The purpose and forms of working with a language portfolio can be different. At its conceptual core, a language portfolio is a flexible learning tool that can be adapted to almost any learning situation. One of the important advantages of the language portfolio, especially compared to "one-time" texts, is the ability to independently monitor the dynamics of the student's level of knowledge of the language being studied in a certain period. time _ In a certain situation, the student's work with the language portfolio may be related to the creation of his personal (individual) educational tool. This educational tool creates a state of development and ensures real involvement in the learning process. can be adapted to almost any learning situation.

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The task of developing, improving, and optimizing foreign language teaching methods has always been one of the pressing problems of Russian education. Pedagogical work in this field has shown that today it is impossible to teach foreign languages in school without an innovative component. The status of both the student and the teacher is changing, moving from the "teacher-student" scheme to the technology of student-oriented education in close cooperation, in view of the modern requirements for the goals of foreign language teaching.

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