

## THE MODULE INTEGRATED ASSESSMENT SYSTEM IN “FOREIGN LANGUAGE” DISCIPLINE AT AN AGRO-TECHNICAL UNIVERSITY

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**Abstract.** This article is devoted to designing the module integrated assessment system in “Foreign Language” discipline at an agro-technical university. The main objects and forms of control in conducting the integrated assessment on the example of one discipline module are described.

**Keywords:** integrated assessment, final assessment, module, testing, evaluation, knowledge control.

## СИСТЕМА КОМПЛЕКСНОГО КОНТРОЛЯ ПО МОДУЛЮ ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК» В АГРОТЕХНИЧЕСКОМ УНИВЕРСИТЕТЕ

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**Аннотация.** В данной статье рассматривается проектирование системы комплексного контроля по модулю по дисциплине «Иностранный язык» в агротехническом университете. Определены основные объекты и формы контроля при проведении комплексного оценивания на примере одного модуля изучаемой дисциплины.

**Ключевые слова:** комплексный контроль, рубежный контроль, модуль, тестирование, оценка, проверка знаний.

Teaching a foreign language at an agricultural university is a complex and time-consuming process. The curriculum allocates a minimum number of classes with no entrance exams, which results in the fact that most students are not only unprepared to communicate in a foreign language, but sometimes do not even have the necessary minimum amount of vocabulary or know the basic grammar rules. Nevertheless, university graduates are expected to be competent in a foreign language.

Teaching a foreign language is not only about providing students with a certain amount of knowledge, but also about developing their language skills and abilities. It is necessary to develop what is called “language competence” (i.e., theoretical knowledge of the language) among the students, as well as to develop “communicative competence” (the ability to correctly apply the theoretical knowledge acquired in the process of communication). The assigned task of teaching all students how to use a foreign language professionally has found a new reflection in the module-based foreign language educational program at the Belarusian state agricultural technical university. The module-based foreign language educational program is a special teaching system that combines various forms and methods of cooperation between teachers and students with the aim of maximizing the mastery of educational material and improving the quality of students' language training.

One of the fundamentally significant differences of the program is its focus on the continuous advancement of students within their level and moving on to a higher level of foreign language proficiency in order to receive a “good” or “excellent” grade. Therefore, students with a low (elementary) level of preparation must work more intensively throughout the entire period of study in order to move up to the next level (intermediate) and receive a “good” grade, or to the mid-level in order to receive an “excellent” grade based on the results of the final assessment at the end of the term. If the level of foreign language proficiency remains unchanged and corresponds to the elementary level, the student receives a “satisfactory” grade. This approach allows students to clearly and objectively assess the level of their foreign language communication skills at any stage of their studies, independently plan further foreign language learning activities, and modify their personal educational development path.

The module-based educational system requires changes not only in the organization of teaching, but also in the forms of monitoring and assessing the students' learning outcomes. The module-based teaching methods require changes in the ongoing and final assessment of the students' results.

The main purpose of control is to provide the feedback which informs about the compliance of the actual results of the operating system with its final goals. The feedback function is extremely important as it enables the targeted management of the educational process. Based on the information obtained during the control, it is possible to prevent the occurrence of erroneous habits, make general conclusions about the teaching method, determine the level of students' preparation, evaluate their work, and change teaching methods and course design. Realization of control is possible only through the organization of joint activities between the teacher and the student within the framework of the educational process.

According to G.I. Babko, the pedagogical control is regarded as a process in which the key concept is “activity.” The activity is carried out at various levels of complexity, in accordance with which teaching and control are conducted [1].

The following levels of complexity are recognized: reproductive level A (aimed at reproducing educational material), productive level B (aimed at solving typical problems), creative level C (aimed at solving non-typical problems) [1].

Each educational level corresponds to an adequate control level that meets the requirements of the selected level of educational complexity.

When considering the role of control in the educational process, it should be noted that control, in solving its tasks, significantly helps to solve many general educational tasks. Its main functions are aimed at the following: developing students' competencies, managing educational processes, and performing pedagogical and motivational functions.

Educational tests are part of the teaching-aid package structure in the context of module-based teaching methods. In accordance with the structure of the educational module, tests are included “within” the student's educational activities: at the entrance to the module (entrance control); in the process of studying every educational element of the module contents (current and intermediate control); at the exit from the module (summarizing or final control) [2].

Regular and systematic use of tests is provided, taking into account their monitoring, educational, training, and instructive functions in teaching. The main purpose of the tests is to assess academic achievements at the end of each module.

It is important to emphasize that the tests operate in two modes: assessment and training. This is considered to be a standard approach when developing tests within an electronic teaching-aid package.

The module “Agriculture as a professional field” takes the second place in the overall list of studied modules in the discipline “Foreign Language” at the Belarusian state agricultural technical university. The module consists of 28 classroom hours, of which 22 hours belong to practical work and 6 hours to the guided independent students' work, which is conducted in class under the supervision of a teacher.

Throughout the module, the following activities are subject to control:

- knowledge of the vocabulary units on the topics “Introduction to agriculture”, “Agriculture in the Republic of Belarus”, “Agriculture in Great Britain”;
- ability to produce monologues on the topics “Agriculture in the Republic of Belarus”, “Agriculture in Great Britain”;
- translation of a professionally oriented text on the module topic;
- writing an abstract of professionally-oriented texts on the module topic.

Entrance, intermediate, and final assessment is conducted in the form of baseline, intermediate, and final tests. Twenty baseline test variants have been developed. Intermediate testing is conducted in the form of interactive exercises

using the LearningApps service, which is integrated into the electronic teaching-aid package of the discipline. It is aimed at testing and consolidating knowledge in a playful way, which helps to stimulate students' cognitive interest and identify gaps in their understanding of the material.

Final testing is carried out by writing a Moodle test, which consists of questions selected from a bank of drag-and-drop, multiple-choice, matching assignments. The system allows to set various test parameters, including time limits, number of attempts, and random question order, as well as use the question bank for repeated usage and automated knowledge testing.

The students' independent work in a foreign language, as an integral part of the module-based educational program, is organized and conducted in the form of students' guided independent work. Multi-level guided independent work on Module 2 is carried out on the topic: “Agriculture in Great Britain and the Republic of Belarus.” The students' guided independent work includes oral and written translation of the assigned texts into Russian, as well as the fulfillment of tasks related to the text (“abstract writing”). (Levels A, B, C are determined by the degree of text complexity and related tasks). The students' guided independent work is assessed in class, individually, in the form of an abstract defense.

The ability to make monologues on the module topics is assessed in one of the final classes, where students are given a number of problems (speech situations) for end-of-module assessment. The end-of-module assessment problems are divided into A, B, C levels of difficulty.

Consequently, the integrated assessment, i.e., the module assessment, includes the assessments (rating grades) of three types of activities: final vocabulary testing, students' guided independent work, and oral presentation on one of the module topics.

The integrated assessment of the foreign language module at an agro-technical university is the evaluation which controls comprehensive foreign language proficiency based on various activities within the module. It includes controlling both theoretical knowledge (grammar, vocabulary) and practical skills (speaking, reading, writing) through various forms of assessment: testing, reading, translation, abstract writing, and oral interviews.

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