держания культурного контента. Данное знание позволит студентам с учетом определенного практического опыта, полученного в рамках образовательного процесса, осуществлять эффективную коммуникацию в различных сферах с представителями инокультур. Именно элементы технологии эвристического обучения будут способствовать развитию у студентов гибкости мышления, лучшему пониманию менталитета представителей инокультур и дальнейшей их социализации как в условиях искусственного билингвизма, так и в иноязычной среде.

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STUDENTS' ASSESSMENT IN TEFL AND LANGUAGE RELATED DISCIPLINES

КОНТРОЛЬ ЗНАНИЙ СТУДЕНТОВ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА И ЯЗЫКОВЫХ ДИСЦИПЛИН

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This article touches upon two types of assessment of students' performance while teaching foreign languages or language related disciplines: summative (traditional) and formative (alternative). It enumerates and describes different kinds of activities of alternative assessment and presents a rubric for assessing students' oral reports (presentations).

Keywords: summative (traditional) assessment; formative (alternative) assessment; rubric; reports / presentations; TEFL; language related disciplines.

В данной статье рассматриваются два вида контроля знаний студентов в процессе преподавания иностранного языка или языковых

дисциплин: промежуточный / итоговый (традиционный) контроль и формирующее (альтернативное) оценивание. В статье перечисляются и описываются различные виды заданий для альтернативного оценивания, а также представлены критерии оценивания устных выступлений (презентаций) студентов.

Ключевые слова: промежуточный / итоговый контроль; формирующее оценивание; критерии оценивания; доклады / презентации; преподавание английского языка как иностранного; языковые дисциплины.

Two types of assessment

In today's educational process two types of assessment are clearly distinguished: summative and formative. The summative (diagnostic, traditional, formal) assessment helps to assess students' gained knowledge and includes mid-term and end-of-term tests, credits (pre-exams) and exams, state exams with marks (scores), etc. Formative (alternative, informal) assessment includes students' language practice and teacher's observations, teachers' and students' asking questions and the last but not least – student's involvement (self and peer observation). Charles R. Hancock states that "alternative assessment is an ongoing process involving the student and teacher in making judgments about the student's progress in language using non-conventional strategies" [2, p. 3]. In alternative assessment students are directly involved in the process of evaluation, they reflect on their own and their groupmates' performance. The research shows that through alternative assessment students become responsible for their learning process, more motivated and show improvements in their performance [3].

Catherine Garrison and Michael Ehringhaus write that it is really important what teachers do with the information they get after summative assessment of their students because they should analyze the information of the assessment carefully in order to improve their teaching. I find their comparison of passing one's driving test with passing a test in the EFL very vivid and helpful for understanding the importance of formative assessment as practice. Both tests show the result of student's gained knowledge in scores or points but do not provide teachers with the information of what should be done next in their teaching process [1, p. 2]. Formative assessment helps teachers during the educational process understand what questions to ask and answer, when to explain more and when to move on to the next topic. Summative assessment helps teachers analyze students' progress.

Tasks of alternative assessment

There are various kinds of alternative assessments which could be used in teaching: portfolios, K-W-L charts, performance-based tasks, pictorial products, written products, etc.

A progress assessment (portfolio) can include examples of student's tests, quizzes, projects, hometasks, drawings, as well as self-assessments, comments from peers, and comments from teachers. Portfolios are created to be assessed by peers and teachers and to show students their progress. The work on developing a portfolio is a creative, motivating, autonomous process for students [2, p. 4].

Pictorial products include different drawings, posters, diagrams, etc. which students can create in the class or at home instead of or along with writing or speaking activities.

Oral performance-based tasks consist of interviews, role plays, oral reports, presentations, student-teacher conferences, etc. [4]. Written products may include summaries, essays, reports, etc. [5]. As an oral / written performance-based tasks students can be asked to create their own tests which must be later checked by a teacher and done by peers.

Self-assessment is very important in alternative assessment process. K-W-L chart (*what I know / what I want to know / what I've learnt*) is a useful tool to use at the beginning of a new topic. It will help a teacher see students' background knowledge. It can also be used at the end of the topic to see what knowledge has been gained during students' studies. A good tool for self-checking after text reading is a chart with two headings: *What I understood / What I didn't understand* which can refer to ideas or vocabulary.

Peer and/or group assessments are also necessary in the informal assessment. K. Shaaban suggests: "For example, students can write evaluative, encouraging notes for each member of their team emphasizing their positive contribution to team work" [4, p. 38].

Assessment Rubrics

In my teaching practice I try to use both types of assessment. As a traditional university teacher, I have to assess student's final product (the result of his/her work), give feedback and put a mark (a score from 1 to 10).

One of my favourite teaching activities are oral (individual or group) presentations (using a power point presentation tool). "Presentations are important for assessment because they can provide a comprehensive record of students' abilities in both oral and written performance. Furthermore, presentations give the teacher some insights into student's interests, work habits, and organizational abilities", writes K. Shaaban [4, p. 37].

I suggest using the following rubric for assessing student's oral reports / presentations:

Table 1

Assessment Rubric for Oral Reports / Presentations

Requirements for a report	Zero (0), half (0.5) or one (1) point for each
Logical Structure	
3 Good Questions (to the audience before your report)	
Power Point Presentation	
Pictures, diagrams, etc.	
Videos	
Test / Questionnaire (to your report or video)	
Interesting Report	
Fluent Speech (not reading)	
No Language Mistakes (clear pronunciation, correct grammar, explained/translated vocabulary)	
15-20 min. long	

This simple rubric can be used for assessing students' oral reports prepared for EFL/ESL classes or language related disciplines (the history of language, phonetics, grammar, lexicology, area studies, etc.). Rubrics presented to students in advance, before the task must be completed, give them a clear idea of the task requirements, thus, serving as checklists. At the same time rubrics simplify teacher's assessment process and further feedback about student's performance. The rubric is also a useful tool as a peer assessment which affects students' involvement in the studying-teaching process, promotes interaction between students in the classroom, stimulates students' motivation for perfect task completion, even when students appear to be subjective and give positive evaluations to their peers.

Conclusion

Alternative assessment focuses on student's individual learning development rather than comparing students with each other, emphasizes his/her strengths rather than weaknesses and takes into consideration students' different learning styles, different foreign language levels, different background. "However, teachers should not be expected to use techniques of alternative assessment exclusively. Teachers should strive to familiarize their students with all forms of assessment because each form has its merits and uses, as well as its problems and shortcomings" [4, p. 39].

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ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ «ПРОГРАММИРОВАНИЕ» СТУДЕНТАМ ГУМАНИТАРНЫХ СПЕЦИАЛЬНОСТЕЙ

THE PECULIARITIES OF TEACHING THE DISCIPLINE "PROGRAMMING" TO STUDENTS OF HUMANITIES

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В статье описывается содержание учебной дисциплины «Программирование» для студентов специальности «Современные иностранные языки (преподавание)». Выделяются характерные задачи и особенности методического сопровождения.

Ключевые слова: учебная дисциплина; программирование; язык программирования Python; обучение.

The article describes the content of the discipline "Programming" for students of the specialty "Modern Foreign Languages (teaching)". The specific tasks and perticularities of the methodological support are highlighted.

Keywords: academic discipline; progpamming; Python programming language; modern education; teaching methods.

В соответсвии со стандартом [1] и учебным планом [2] специальности 1-21 06 01 «Современные иностранные языки» направления «Пре-