

PEDAGOGY

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From the experience in fund development of assessment tools in foreign language for undergraduates in a non-linguistic university

The article considers the requirements for the discipline «Foreign Language» in different areas of training at the university. Within the discipline the teacher is practically engaged in planning the learning content and the definition of control objects on particular curriculum components. For that reason the fund of assessment tools is created that includes standard tasks, test papers and criteria for their evaluation. At the undergraduate level, the formation of the foreign language communication competence occurs on a modular system in three stages. The choice and development of control forms is carried out step by step from language tests to problems simulating future professional activity. The article is provided with the table of learning outcomes descriptors in all types of speech activity which are taken as criteria for assessment achievements in mastering a foreign language.

Key words: fund of assessment tools, foreign language communicative competence, learning outcomes, types of speech activity, objects of control, assessment of achievements, testing.

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