geymifikaciya-v-suchasnomu-navchalno-osvitnomu-prostori-135509.html#:~:text=%D0%93%D0%B5%D0%B9%D0%BC%D1%96%D1%84%D1%96%D0%BA%D0%B0%D1%86%D1%96%D1%8F%20%D0%B2%20%D0%BD

Tomareva Nataliia,

teacher of the Fundamental and Language Training Department of
the National University of Pharmacy, Kharkiv

TYPES OF TEST TASKS IN LEARNING THE LATIN LANGUAGE

Control of students' knowledge is an integral and important component of education. In turn, testing, in particular in the online format, has become a common element of the modern educational process. Events related to quarantine measures in 2020-2021, and then military actions in most of the territory of Ukraine, made the issue of distance education more relevant than ever, as well as the use of various test tasks to verify and practice the acquired knowledge. In conditions when entire educational institutions switch to distance education on a long-term basis, it is very important to optimize and maximally automate the process of knowledge control to prevent excessive use of the teacher's working time and efforts. Unfortunately, test tasks are still quite often considered only as closed questions with a suggested choice of answer (multiple choice) with the possibility of students simply memorizing the correct options without elements of analysis and creativity. This work presents different types of test tasks based on the Moodle platform for working with the Latin language course (materials of Fundamental and Language Training Department of the National Pharmaceutical University). The specificity of learning a "dead language" practically excludes the possibility of using audio and video fragments, as when learning other foreign languages. Instead, students have to work with a large volume of standard lexical and grammatical units of the same type, which sometimes makes learning Latin a boring and difficult task. However, we have the ability to use at least eight different types of test tasks.

True-false. ("Yes or no"). It is well suited to general topics in grammar, but can also be used in special topics. For example: "Is the translation of the term correct?"

Numerical answer. It is used to a very limited extent when working with a language course, but in some cases it is possible to construct questions in this way. For example: "How many conjugations (verbs, conjugation types) are there in the Latin language?" Numerical or true/false questions are unlikely to be central to language learning, but are used to diversify tests.

Multiple choice. Can be used for any topic, this type is the most simple and common. For example: "Which conjugation does the verb belong to?", "Choose the correct translation of the term", "What type of declension does the noun belong to?", "Choose the names of drugs that contain the specified term elements" and others. One of the main types for current or final testing, it is possible to offer one or more correct answers, as well as to automatically shuffle the order of answers to the question, which eliminates the possibility of simply remembering the number of the correct option.

Open question. It is best used for thematic or summative control, it is possible to replace the usual control papers with questions of this type. For a larger task and answer, you can also use the "essay" type. For example: "Translate the terms (phrase, recipe, text). The key point here is the need to predict all possible answer options, and to check such tasks manually if necessary.

Compliance question. Works well for practicing vocabulary, especially in special topics. For example: "inflammation of the pancreas = pancreatitis" or "common wood = Achillea millefolium". The possibility of adding incorrect answer options that do not match any question complicates such tasks.

Question with embedded answer, with missing words, drag and drop into the text. Allows you to train the skills of translating terms (adding missing words or only correct endings), as well as constructing terms from term elements (which, in turn, can be further divided into groups: prefixes, roots and endings, which will be displayed in different colors). For example, "Add the correct endings in the recipe" (various options are enclosed) or "lower + sugar level + blood condition =

hypo+glyk+aemia" (choose from the proposed term elements). Answers can be used once or repeated, making it easier or more difficult for the student to choose.

Use of images. This technique is available in various topics, but mainly in those where special terminology is studied. Images of plants, body parts, medicine forms, etc. can be used. If the image is not obvious, it can be signed in Ukrainian (or another language of instruction). To choose an answer in Latin, you can use different types of tests: multiple choice, open answer, matching, dragging markers to a picture or text, and others.

Список використаних джерел.

1. Басараба Н. Платформа дистанційного навчання Moodle та її використання в організації навчального процесу [Електронний ресурс] / Н. Басараба // Нова педагогічна думка. – 2013. – No 2. – С. 63–66.

2. Лисенко Н. Проблеми дистанційного класу // Матеріали IX Міжнародної наукової конференції «Проблеми галузевої комунікації, перекладу та інтеграційні процеси в суспільстві». 23 квітня 2020 р. Харків: Національна академія Національної гвардії України, 2020. - С. 35-373.

3. Настенко Л.Г. Тьюторство як прогресивна технологія індивідуалізації освіти у вищій школі / Л. Г. Настенко. – [Електронний ресурс]. – Режим доступу: http://readera.org/article/tjutorstvo-jak-prohresyevna-tekhnolohia-indyevidualizatsiye-osvitye-u-vyeshchiy-10181969.html

4. Томарєва Н. О. Апробація дистанційного курсу «Латинська мова»: переваги та проблеми. // Соціально-гуманітарні дослідження та інноваційна освітня діяльність. Матеріали Міжнародної наукової конференції. 24-25 травня 2019 р., м.Дніпро. / Наук. ред. О.Ю.Висоцький. – Дніпро: СПД «Охотнік», 2019. – С. 410-411.

Filiptsova Olga,

Doctor of Biological Sciences, Professor,

Professor of the Department of Cosmetology and Aromology,

National University of Pharmacy, Kharkiv