

"here and now", trustworthiness and sincerity in communication, personalization of statements, confidentiality, inadmissibility of personal criticism) are defined.

The training program consisted of three modules: "Understanding Inclusion", "Personal Readiness and Responsibility", "Practical Activity".

The implementation of which provides a combination of traditional technologies and mastering the methods of solving quasi-professional tasks based on the active use of innovative technologies. The implementation of which provides a combination of traditional technologies and mastering the methods of solving quasi-professional tasks based on the active use of innovative technologies. Conducting mini-lectures, master classes, brainstorming, business and role-playing games, and various interactive exercises that simulate future professional activities put students in a defined professional role, allows them to independently and creatively apply acquired competences, make reasoned decisions, learn to take responsibility for their implementation and consequences, which ensured the comprehensive preparation of students for work in the conditions of inclusive education in a preschool education institution.

Key words: formation of readiness, future educators, inclusive education, children with special educational needs, training, training program.

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THE MODERNIZATION OF BASIC PRINCIPLES OF STUDENT ASSESSMENT IN DISTANCE TEACHING FOREIGN LANGUAGES

The article reveals the results of a comparative analysis of methods of assessing students in distance teaching foreign languages in national and foreign universities. The problems of online assessment in terms of students' works compliance with the requirements of academic integrity are summarized. A new approach to basic assessment principles based on academic integrity and individual learning is proposed. The conclusions state that the modernized principles of student assessment play an essential role in the adaptation of online control to the specific features of distance teaching foreign languages at higher education institutions, creating an optimal environment for the student assessment process. A clearer understanding of the best assessment of learning results according to the quality requirements was obtained.

Key words: assessment process, distance teaching, learning outcomes, online control.

Introduction. Basic principles for assessing students' outcomes in the higher education system determine general approaches to identifying the level of students' outcomes. Basic principles also depend on the assessment criteria. They correspond to the requirements for knowledge, skills and abilities of students (or acquired competencies) and the score in accordance with the levels of academic outcomes. The level of mastery of each of the foreign language competencies is determined by certain assessment criteria, qualitative and quantitative.

In modern conditions, the forms of education are constantly changing. The rapid change in the model of providing educational services from full-time to distance in 2020-2022 has indeed become one of the most serious challenges. This situation is caused by the influence of external factors: aggravation of the epidemic situation, difficult weather conditions and others. Together with the forms of education, the forms of control and assessment of students' knowledge also change. And also the requirements for the quality of education are constantly increasing. This is due to the implementation of the concept of "academic integrity". Therefore, the problem of modernizing the principles for assessing learning outcomes when using the distance form of teaching foreign languages is relevant and pushes for the decision.

Analysis of relevant research. The theoretical and methodological basis of the research was formed by ideas and provisions of theories of psychological and pedagogical testing and assessment systems. C. Arnold (Arnold, 2016), D. Boud (Boud, 2000), K. Everhard (Everhard, 2012) (and others were engaged in the development of methods of self-assessment and reflection in individualized learning. The following scientists were engaged in formation of methodical bases of introduction of principles of individualization in process of teaching foreign languages: O. Bykonya (Bikonya 2017), O. Kovalenko (Kovalenko, 2021), S. Nikolaeva (Nikolaeva, 2015), Y. Lavrysh (Lavrysh, 2020) and others. The following scientists dealt with the problems of activation of internal personal transformations, such as self-reflection, self-regulation, change of the structure of the self-concept: M. Hrynyova (Hrynyova, 2008), O. Zhdanova-Nedilko (Zhdanova-Nedilko, 2019), V. Olekseenko (Oleksenko, (2014). The following scientists were engaged in the development of issues of implementation of the principles of academic integrity in the educational environment: O. Ryzhko (Ryzhko, 2016), D. Turkova (Turkova, 2014), and others.

However, despite numerous researches, the analysis of educational practice shows that the issue of modernizing the principles of student assessment in distance learning of foreign languages still remains unresolved.

Aim of the study is to analyze the challenges posed by distance teaching in relation to students' assessment basic principles.

Research methods. The methodology on which this article is based includes both critical analysis of assessment methods of students currently using national and foreign education, and empirical methods related to

our daily activities as teachers (observation, self-assessment of learning outcomes, online tests).

Results. In order to assess the level of satisfaction of participants in the educational process with the organization and quality of distance learning at the beginning of 2022/2023 (Analytical report on the level of satisfaction of pedagogical, scientific and pedagogical workers and students of vocational pre-university and higher education institutions with the organization of the educational process at the beginning of the 2022/2023 academic year (based on the results of an online survey), 2022), to identify problematic issues in the provision of educational services, as well as to determine the dynamics of distance learning processes, the State Education Quality Service of Ukraine conducted an anonymous online survey of students and teachers and researchers of higher educational institutions. We will provide information on the level of satisfaction with the educational process in the distance form of education at universities (Table 1). Therefore, the statistical data are given in the table. 1 confirms that the level of distance learning in universities is above average. But still, 20, 9% of students remain dissatisfied with the quality of distance learning, which means that the requirements for teaching foreign languages should be improved.

Table 1

The level of respondents' satisfaction with the educational process at the beginning of the 2022/2023 academic year

Status of survey participants	Customer satisfaction Index, %	Satisfaction level
Student of higher education institution	79,1	above average
Scientific and pedagogical specialist of higher education institution	89,5	above average

In modern conditions of distance learning, as well as traditional, qualitative criteria for assessing students' knowledge come to the fore. The control of educational achievements in foreign languages in the conditions of distance learning has its own specifics. On the one hand, with distance learning, students have access to all educational Internet resources, including authentic ones. On the other hand, there is the problem of meeting the requirements of academic integrity. In the research (Burkalo and Marinina, 2018, p. 17) it was found that the

violation of academic integrity is facilitated by: a large number of written works, their uniformity, irrelevance of content to modern demands, lack of understanding of the feasibility of performance, except for formal accumulation of points. Thus, we support the view that the tasks of testing foreign language skills should be problematic, relevant, with high variability and differentiation of assessment, and their implementation should be based on creative thinking. Therefore, the following factors influence the objectivity of quality of student assessment in foreign languages distance teaching (Table 2).

Table 2

Factors affecting the quality of student assessment
in foreign languages distance teaching

Researchers	Factors
O. Kalnik	Unlimited access to reference materials (dictionaries, textbooks, online translators and other Internet resources) (O. Kalnik, 2021, p.66).
A. Kovalenko	Low level of ability to control the level of independence during tasks (Kovalenko, 2021, p. 252).
I. Zvarych	Technical failures, ignorance of the latest learning technologies and inability to work with technical equipment, including computers, can cause stress and frustration in learning the material (I. Zvarych, 2021, p.38).
H. Hushcha	Absence of strong motivating factor to enhance the assimilation of learning content, as to organize an adequate test of the level of knowledge, skills and abilities (H. Hushcha, 2021, p.24).
N. Ghanbari, S. Nowroozi (Ghanbari, Nowroozi, 2021)	Problems of digital literacy, technology access, attitudinal factors and academic integrity (Ghanbari, Nowroozi, 2021).

So, according to the results of the studies collected in Table 1, we can note that there are many difficulties and problems in assessing the results of teaching foreign languages in the distance form.

Many of the approaches provide opportunities for students to contribute to the assessment design, development and quality assurance processes. Students can help to design guidance that is clear, meaningful and effective; advise you about particular difficulties in complying with requirements that might not be obvious to the assessment designers; provide feedback on formats and approaches that require technologies

and applications that students may not have at home; advise on appropriate modes and timings for feedback.

The success of distance learning is ensured by using the proposed scientifically based methodological approach to the organization of automated control of the process of teaching a foreign language in distance education, integrated into the educational process. To assess the results of teaching foreign languages online, each national and foreign higher education institution offers its own alternative proposals (Table 3).

Table 3

The alternative assessment suggestions in Higher Education Institutions

Higher Education Institution	Alternative assessment suggestions
University College London (UCL, United Kingdom)	<ol style="list-style-type: none"> 1. Controlled Condition Exams, 2. Take-Home Papers. 3. Quizzes & In-class Tests. 4. Practical Exams. (Student Regulations for Exams and Assessments, 2022)
Anadolu University (AU, Turkey); Frederick University (FU, Cyprus); University of Nicosia (UNIC, Cyprus); Universidad Nacional de Educación a Distancia (UNED, Spain); Hellenic Open University (HOU, Greece); FernUni Schweiz, Switzerland; The Open University (OUUK, United Kingdom).	<ol style="list-style-type: none"> 1. Excellence instrument (E-xcellence manual, 2022).
Uman Pedagogical University (Ukraine)	<ol style="list-style-type: none"> 1. LMS system (Learning Management System) (Mukoviz, Ihnatenko, Kovtun, 2019).
Poltava National Pedagogical University (Ukraine)	<ol style="list-style-type: none"> 1. Flipped classroom. 2. Quizlett, Kahoot (Tools for creating tests) (Lavrish, 2020).

Thus, we can conclude that all alternative methods for assessing the results of teaching foreign languages in a distance format are associated with the use of computer systems. Therefore, to assess the academic achievements of students in the use of information technology distinguish two aspects of technology integration: asynchronous and synchronous. The digitalization of the educational process of learning foreign languages has been an important factor in the growing attention to the problem of individualization of learning. Thus, Yu. Lavrysh (Lavrysh, 2020, p.56) said: ‘... individual learning is focused on the learning of one student, individualized learning aims to increase the level of knowledge of all students

in the team by individualizing organizational tools and content'. The variety of teaching options offered on the Internet encourages the use of individual approaches to teaching foreign languages. The development of individualized methods of teaching foreign languages is influenced by the following factors: language and educational experience of the student; availability and suitability of relevant online learning resources; motivation, knowledge and ability to use resources productively (Boud, 2000).

Therefore, we consider it effective to assess the individualized academic achievements of foreign language students in distance teaching. The teacher must use modernized basic principles to assess the level of individualized student achievements based on academic integrity. We consider such principles: objectivity, legality, openness, critical thinking (table 4).

Table 4

Modernized basic principles for assessing student achievement
in foreign languages

Principle	Understanding of the principle
Objectivity	The system of assessment should reflect the real process of knowledge acquisition, taking into account the individual abilities of the student.
Legality	The system of assessment should be based on the content of the work program for the discipline, the curriculum, the Regulation "On Academic Integrity", an individual plan of work with the student.
Openness	Assessment should be open, its criteria and strategy should be known to students in advance. Openness also implies the involvement of students themselves in the development of criteria and methods for assessing, as well as the possibility of evaluating their own activities by the students themselves.
Critical thinking	Critical assessment of the comments of the teacher or group mates on learning outcomes. Critical reflection on learning experience in listening, reading, writing and speaking. It is the skills of critical reflection that should be considered a key factor in the success of the transition from traditional to individualized assessment.

We believe that in the context of distance education, the basic principles of assessing the academic achievements of students in foreign languages require rethinking. We believe that the modernized assessment principles will be able to influence the solution of the following problems:

- subjectivity of the student's assessment;
- insufficient development of the principles of evaluation;

- reflection in the evaluation of only the result of mastering knowledge without monitoring the process of their assimilation;
- lack of constructive information about what exactly is causing the low or high score.

It can be seen, the objectivity of the assessment is determined by the number of persons eligible for assessment. We consider it expedient to involve three parties in the process of assessing a student: a teacher, a student and an independent third party. Thus, an alliance of three opinions will arise, which will serve as the basis for an objective assessment. In foreign languages, a third party can be, for example, an organization that conducts independent examinations to confirm the language level according to the Common European Framework of Reference for Languages (CEFR). There is an approach according to which the formats of an assessment of the success of a student's education at the university are united by the concept of "Assessment Fund" (Masalimova, Mikhaylovsky, Grinenko, Smirnova, Andryushchenko, Kochkina, Kochetkov (2019). The fund of assessment tools is a set of methodological and control-measuring materials designed to assess competencies at different stages of study. The fund of assessment tools is developed within the framework of the educational and methodological complex of the discipline.

The legality of assessment in foreign languages is based on existing documents governing the assessment process during the educational process. Such documents are educational programs for a particular specialty, work programs of the discipline, and so on. It is known that educational programs are developed on the basis of educational standards for specialties. Educational programs of the specialties now contain general competencies that a student must acquire after learning a foreign language. Moreover, the study of foreign languages for non-linguistic specialties involves only practical training. In this regard, we consider it is appropriate to adhere to the opinion that the lecture-seminar system has already outlived its usefulness. Therefore, educational activities with a competency-based approach should be aimed at the formation of a creative product that can be used in further professional activities. In this regard, it is advisable in the process of assessing the educational achievements of students in foreign languages to use new creative tasks: writing essays, participating in projects, web quests, and so on.

The openness of assessing the educational achievements of a student in foreign languages consists primarily in conducting diagnostic

measures for all students according to the same criteria. The rating of the educational activity of each student, established in the process of diagnosing, should have a clear, comparable character. A necessary condition for the implementation of this principle is also the announcement of the results of diagnostic sections, their discussion and analysis with the participation of interested parties, and the preparation of long-term plans for educational achievements.

Based on researches (Kovalenko, 2021; Lavrysh, 2020; Ogienko, 2022) related to the development of students' critical thinking during assessment, we single out the following levels of formation of critical thinking in a group form of educational activity: initial, medium and high levels of critical thinking. The initial level is characterized by the fact that students have only an approximate idea of critical thinking, a low ability to assess and prove the degree of their rightness. The average level is characterized by an average level of organization and lack of an active position, insufficient experience in proof and refutation. The high level of students' critical thinking is characterized by: a clear understanding of critical thinking; the ability to identify their own and other people's shortcomings, manifested in behavior, actions, speech, etc.; the ability not only to give an assessment and self-assessment, but also to substantiate them, put forward a hypothesis and argue it, have a tolerant attitude towards reasoned criticism.

Thus, mastering a foreign language and developing the intellectual sphere is a single process, and the task of learning a foreign language as a means of communication remains incomplete without the task of teaching a foreign language and as a means of mental activity – finding answers and solutions, defining concepts, formulating judgments, conclusions, generalizations, that is, the sequence of intellectual acts. Components of the development of the intellectual sphere of students by means of a foreign language are: the development of language and thinking, general methods of thinking, speech skills, cognitive skills and processes, learning skills, activation of mechanisms of independent intellectual activity. Therefore, with the help of our recommendations, teachers will be able to better understand the essence of the modernization of basic assessment principles when using distance education technologies in foreign language teaching.

Conclusions. An analysis of scientific sources and an array of empirical data on the problem of modernizing the principles of assessing the educational achievements of students in the teaching foreign languages allow us to conclude that the problem of assessment in institutions of higher

education remains quite acute and it is solved in different ways. The most relevant today are the ideas of the activity of the subject himself in the assessment process, the creation of conditions for the implementation of procedures for authentic and formative assessment when using digital educational resources, the use of a complementary triad in the assessment "self-assessment-mutual assessment- external assessment", giving a monitoring character to the procedure for assessing educational achievements. It is also noted that the modernized principles of assessment of academic achievements in foreign language teaching should contain the following components: objectivity, legality, openness, critical thinking. It was found that the priority of the process of distance teaching of foreign languages in higher education institutions should be the individualization of teaching on the basis of academic integrity.

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АНОТАЦІЯ

Столярчук Ганна. Модернізація основних принципів оцінювання студентів при дистанційному навчанні іноземних мов.

У статті розкрито результати порівняльного аналізу методик оцінювання при дистанційному навчанні іноземних мов у вітчизняних та зарубіжних вищих навчальних закладах. Узагальнено проблеми онлайн-оцінювання з точки зору виконання студентами вимог академічної доброчесності. Запропоновано новий підхід до основних принципів оцінювання, який базується на академічній доброчесності та індивідуалізації навчання. Метою дослідження є проведення аналізу проблем дистанційного навчання щодо основних принципів оцінювання студентів. Методологія, на яку спирається ця стаття, включає як критичний аналіз методів оцінювання студентів, які зараз використовуються в національній та зарубіжній освіті, так і емпіричні методи, пов'язані з нашою повсякденною діяльністю як педагогів (спостереження, самооцінка результатів навчання, онлайн-тести). На основі таких методів сформульовано практичні рекомендації щодо ефективного оцінювання студентів для покращення дистанційного навчання

іноземних мов. У рамках нашого дослідження були отримані наступні результати. Визначено основні проблеми, з якими доводиться стикатися освітянам при проведенні дистанційного навчання, а саме: необмежений доступ до довідкових матеріалів, низький рівень здатності контролювати самостійність під час виконання завдань, технічні збої, проблеми цифрової грамотності тощо. Розглянуто альтернативні пропозиції вітчизняних та іноземних ЗВО для оцінювання онлайн-навчання іноземних мов. Зроблено висновок, що всі альтернативні методи оцінювання результатів навчання іноземних мов у дистанційному форматі, що пов'язані з використанням комп'ютерних систем, потребують перегляду з огляду на застосування індивідуалізації навчання та академічної доброчесності. Запропоновано підхід до модернізації основних принципів оцінювання, який базується на академічній доброчесності та індивідуалізації навчання; отримано більш чітке розуміння того, як найкраще оцінювати результати навчання відповідно до вимог якості формату дистанційного навчання. У висновках стверджується, що модернізовані принципи оцінювання студентів відіграють істотну роль у адаптації онлайн-контролю до конкретних особливостей дистанційного навчання іноземних мов.

Ключові слова: процес оцінювання, дистанційна освіта, результати навчання, онлайн-контроль.

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ФОРМУВАННЯ ЕТНІЧНОЇ ТОЛЕРАНТНОСТІ ЯК ПРОФЕСІЙНОЇ ЯКОСТІ ОСОБИСТОСТІ МАЙБУТНІХ ОФІЦЕРІВ ПОЛІЦІЇ

У статті обґрунтовано актуальність проблеми виникнення на території України різноманітних соціальних, в тому числі й міжетнічних конфліктів, врегулювання яких є обов'язком працівників поліції. У зв'язку з цим актуальною є проблема підготовки майбутніх офіцерів поліції до роботи з попередження та врегулювання міжетнічних конфліктів. Показано, що однією з професійно значущих якостей особистості офіцерів поліції є конфліктологічна компетентність, складником якої є етнічна толерантність. Тому формування етнічної толерантності у курсантів як майбутніх офіцерів поліції є важливим завданням, що стоїть перед закладами вищої освіти МВС України. Визначено поняття «толерантність», «етнічна нетерпимість», «гіперідентичність», «гіпоідентичність». Представлено результати експериментального дослідження формування етнічної толерантності у майбутніх офіцерів поліції у процесі їх професійної підготовки. Виявлено статистично вірогідну наявність позитивної динаміки за більшістю показників в експериментальних групах після вивчення спецкурсу, написання курсових та творчих робіт з означеної проблеми та проведення тренінгу.

Ключові слова: міжетнічні конфлікти, толерантність, етнічна толерантність, курсанти, офіцери поліції, професійна підготовка.