MOODLE AS AN EDUCATIONAL TOOL
FOR TESTING STUDENTS' KNOWLEDGE

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В статье рассматривается использование виртуальной образовательной среды MOODLE в качестве инструмента тестирования грамматических знаний и умений студентов вузов, рассматриваются преимущества и недостатки данной образовательной среды.

Ключевые слова: тестирование, современные компьютерные технологии, контроль, грамматические навыки, качество образования, виртуальная образовательная среда.

The article deals with the use of virtual learning environment Moodle as a tool for testing students' grammar knowledge and skills. The article reveals advantages and disadvantages of this learning environment.

Keywords: testing, modern computer technologies, control, grammar skills, quality of education, virtual learning environment.

Control of students' knowledge, skills and abilities is one of the main elements of the educational process. There are several methods to identify the level of knowledge of students: oral and written survey, interview, test work, testing, and others. When teaching grammar to university students, testing is the most common form of knowledge assessment [2].

Testing is one of the main methods of controlling grammatical knowledge, skills and abilities, as it is the most effective compared to other types of control. It reveals the level of grammatical skills and gaps in the assimilation of material, increases the objectivity of knowledge assessment, makes it possible to control the assimilation of a large amount of material, provides self-control of students.

The dynamic pace of life sets the task for higher educational institutions to provide high-quality, affordable, modern education for the training of competent and competitive specialists and researchers in various fields of the economy and social sphere. The solution of this problem is closely related to improving the quality of education. The actual problem of improving the educational process as a whole also implies improving control in teaching a foreign language. One of the ways to solve this problem is the introduction of modern computer technologies in the educational process, as their use in education increases the effectiveness of training and the quality of knowledge, skills and abilities. In modern life, it is impossible to imagine a university graduate who does not know how to use a computer or modern means of obtaining information [1; 3].

It is at the stage of consolidation and control of knowledge, skills and abilities that modern computer technologies are used as widely as possible, and among them testing plays a leading role.

In this article, we have considered the features of testing using modern computer technologies, in particular testing in the virtual educational environment MOODLE (Modular Object-Oriented Dynamic Learning Environment). MOODLE is a system specially designed for creating online courses and organizing online training by teachers.

Features of the virtual educational environment MOODLE consist in the fact that it creates and stores the portfolio of each student, all the submitted papers, tests, assessments and comments. The teacher, for example, can check how long it took the student to complete the test. In addition, the teacher can limit the

time of passing the test and the number of attempts. The scores of all test takers can be viewed in the general statement of test results.

We have already presented the advantages of testing over other types of control. What are the advantages of testing using the virtual educational environment MOODLE? The learning process using MOODLE allows you to implement the basic methodological principles.

First of all, the use of computer technologies in the educational process is an effective factor for the development of motivation: students are more interested in performing a test on a computer than a test on paper.

The second principle is connected with accessibility. The student can take the test anywhere with Internet access: in the classroom, in the computer lab, at home or in the dorm. If a student skips a test session for some reason, then they can perform the test at home, and the teacher can view its results in the general list of grades.

The use of computer technologies is inextricably linked with the individualization of the educational process. The student performs the test at a pace familiar to him. As long as the student has not completed the test, he can pause, think, go back to any question and correct the answer given to him.

Testing with the help of computer technologies improves the process of checking and evaluating students' knowledge. The teacher ceases to be a source of negative emotions in students associated with the assessment of the level of formation of grammatical skills, since the assessment of the student's work is carried out by the computer itself. In addition, the subjectivity of grading is excluded, that is, the student's knowledge is evaluated regardless of the likes and dislikes of the teacher.

Testing in a virtual educational environment can bring a learning component to the process of knowledge assessment, that is, it can be a means of cognitive activity of students, improving and consolidating grammatical knowledge, skills and abilities. Testing with a computer makes it possible to self-control. So, after completing the test and sending the results to the general score sheet, students see whether they answered the test questions correctly or not. In the MOODLE virtual educational environment, there is a "correct answer" option.

The curriculum of the university provides hours for independent work of students during the passage of each discipline. We see that the virtual educational environment MOODLE can be used in the process of independent work of students. At the same time, as already noted, the teacher can control how many times the student takes the test, how much time he spends on each attempt and analyze the results and grades of each attempt.

Another positive feature of testing in the virtual educational environment MOODLE is its mass character and ease of creation and use. Test tasks are cre-

ated once, but can be used multiple times. If necessary, the teacher can easily make changes to the wording of tasks, add or remove test tasks. At the same time, there is a saving in the use of materials, since there is no need to create printed materials every time to test students' knowledge.

When composing computer tests, the teacher may encounter some difficulties. First, it is necessary to avoid a disparity in the coverage of grammatical topics by test tasks. Secondly, the answers to the questions should exclude variants.

Thus, we can draw the following conclusions: control is a powerful tool that helps students in mastering grammatical material. And testing is an important part of the control of knowledge, skills and abilities. Testing with the help of modern computer technologies makes it possible to effectively identify the degree of success of mastering a particular material.

From the experience of working with students in the virtual educational environment Moodle, we came to the following conclusion: innovative internet learning capabilities significantly increase the quality of teaching, as they help to solve at least three tasks. Increasing interest and motivation of students for learning activities, including independent work. The effectiveness of the tasks performed increases, and consequently, the quality of mastering the material. The information content about the quality of teaching the discipline increases. The results of computer testing are quite objective. On the one hand, this makes it possible to get the most complete and real picture of students' learning.

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