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MONITORING AS A FORM OF ALTERNATIVE CONTROL IN A FOREIGN LANGUAGE

Abstract

The present article aims at investigating the problem of individual assessment competence formation within the concept of cognitive-communicative control in foreign language learning. Implementation of this concept involves monitoring the results obtained in the testing process. This monitoring is carried out by students, it is based on their own test results and aims at monitoring the development of their own communicative competence, introspection over the use of testing strategies, implementation and subsequent analysis of test tasks; reflection of the carried out learning and testing activities to develop their own recommendations for its improvement. This monitoring is targeted at representing students' cognitive activity in dynamics, converting testing to the learning process and creating conditions for realizing their personal potential in learning and testing. The conclusions were confirmed by multidimensional statistical analysis.

Keywords: cognitive-communicative control, assessment competence, foreign language testing, monitoring, communicative competence, testing strategies, developing skills, learning and testing portfolio, cognitive activity, multidimensional statistical analysis.

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