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INNOVATIVE STRATEGIES IN TEACHING A FOREIGN LANGUAGE

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Evaluation of awareness and skills of students is a substantial component of the academic process, from the right formulation of which depends mainly on the achievement of training. In the methodological literature, it is commonly accepted that the assessment is the so-called “feedback” between the educator and the learner, the stage of the pedagogical procedure when the teacher receives information about the effectiveness of teaching the subject [1]. When preparing for a lesson, the teacher must call to mind that the search for the necessary forms of mark and its organizing is the most vital task of the educator. Each instructor should have their own assessment structure, it should comprise a diversity of strategies, means and methods of work, so that students comprehend that the teacher constantly monitors their development, the level and quality of mastering knowing. At contemporary, the standard system of estimate of awareness and skills cannot be recognized as fully meeting modern requirements, since it is in general formal, devoid of individualized coloring. The primary obstacle of conventional mark is that it is fully focused on measuring the level of

formed knowing and skills, and only to a certain extent, the creative abilities of students. Therefore, there is an obvious need to search for new, more informative forms within the structure of the standard assessment system. They should be aimed at ensuring that the master can assess the actual learning outcomes of students, not only in terms of their compliance with the requirements of state standards, but also from the viewpoint of students' personal progress. Therefore, in order to keep away from a formal approach to the rating of students' achievements at the contemporary stage of education, innovative assessment strategies can be applied in non-native language teaching, which involve the language portfolio, case-study, pyramid assessment, online testing [2].

1. Case -study

A case is a package of tasks, individual or group, that delineate a question that does not have a singular and apparent solving [3]. To search for the original exit, the student must analyze the problem situation, using knowing of the topic being learned, propose resolutions and substantiate the choice of these particular options.

The application of the case method allows you to expand on skills to operate with various sources of information. The operation of solving the issue outlined in the situation - an imaginative process of knowledge, implying the collective pattern of cognitive activity.

The following goals and areas of application of the investigation attribute can be distinguished: situations with fixed knowing obtained in previous classes; practicing the skills of practical use of conceptual schemes and familiarizing pupils with schemes for analyzing practical situations; practicing group problem analysis and decision making skills; examination of knowledge gained by students in the course of theoretical.

2. Language Portfolio

Language Portfolio is a selection of tools for documenting and evaluating the language skills of a learner. This rating strategy allows you to specify the goals of learning a foreign language and, therefore, it is better to organize the pedagogical process[4].

The language portfolio includes a selection of the learner's work, revealing his successes and accomplishments in studying the subject[5]. The selection is necessarily carried out with the participation of the student himself and includes his best works, which are evaluated on the basis of clearly determined criteria and are accompanied by evidence of the student's independent work.

A feature of the portfolio is the participation in the evaluation of its results by a wide range of independent experts, which may include teachers, classmates, etc. These reviews are compiled in any form and serve as an additional source of information on the results of the student's work. Information may be presented in the form of teacher's notes in the course of a group educational project, classmates' comments on individual educational projects and projects carried out in small groups, reviews of the competitive work or publications, etc.

Table 1 Criteria for portfolio assessment

Criteria	Assessment
1) It is interesting	
2) I think, my project is beautiful	
3) It is pleasant to me	
4) My schoolmates consider that it is good	
5) I have learned a lot of things, performing this task	
6) It was interesting to me to do this task	
7) My project shows that I ...	

8)	I have beautifully written	
9)	My teacher has advised me	
10)	This project shows my progress in studying English.	

3. One-minute paper

One- minute paper is an assessment tool, which is a small writing task that takes a little time. The essence of this assessment strategy lies in the fact that asking questions to students, the teacher tries to encourage students to reflect on the lesson and get feedback from them on the material. At the end of the lesson, the participants are given about 2-3 minutes to answer 2 questions, what was the most useful thing they learned during the lesson, and what important question was left unanswered. Analysis of response was carried out to know achievement of objectives, association of learning ability and questioning pattern.

4. Pyramid assessment

Pyramid assessment is one of the important tools for student self-evaluation. There are many different variations of the pyramid, but for this study I used the pyramid, which was divided into three parts: in the upper part they should write down what they already knew before this lesson, in the middle part, what they want to learn, and in the lower part parts of the things they have learned in the lesson.

This assessment strategy makes it clear that students learned in the classroom and what the instructor should pay attention to next time.

5. Online testing

Tests are conducted to assess, measure and progress in learning, the acquisition of skills or the educational needs of students. Usually tests were usually given on paper printouts, and they had to be taken manually. Currently, to diversify the learning process and save time, you can create tests and surveys online and see their results immediately. There are many different platforms for creating tests:

Quizlet is a service for creating tests in which the correct answer is selected from the options offered [7].

Plickers is a service in the form of a mobile application that allows you to organize surveys on students' smartphones in the audience and analyze the teacher statistics for all students.

Easy Test Maker is a service in the form of a mobile application for creating tests in which you need to select true and false statements.

Kahoot! - is a service not only for creating various forms of tests, but also for conducting online quizzes with the help of a special client installed on smartphones [6].

The employment of the described assessment strategies gives the lessons attractiveness, is one of the methods to expand on students' cognitive interests and imaginative abilities, activates their reflective activity. After carrying out non-traditional ways of controlling knowledge and skills, the particular characteristics of children are revealed, the level of preparation for the lesson is increased, which allows to timely eliminate shortcomings and gaps in students' knowing. According to the new method of evaluation, the learner knows by what criteria he received his assessment and what criteria must be worked on in order to achieve positive results. Such a system evaluates not only its results, but also its actions to achieve these results. For this, the educator uses these assessment methods.

Based on the investigation, we can conclude that the effectiveness of innovative assessment methods is that they help to assess the ability to independently construct their knowledge, the ability to navigate in the information space, the development of critical thinking, creative abilities, as well as analyze how the increase of learning motivation each student in the class and the class as a whole. Most importantly, these methods contribute to the formation and growth of the student thinking, creative, engaged in continuous self-education and enjoying the pedagogical process.

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