KAPITEL 5 / *CHAPTER 5* [5]
RISING SIGNIFICANCE OF DISTANCE LEARNING IN FOREIGN LANGUAGE EDUCATION: INNOVATIVE METHODS OF TEACHING AND TESTING

Introduction.

In contemporary society, proficiency in foreign languages is increasingly vital for future professionals. Despite this necessity, universities often allocate minimal hours for language instruction, pushing students towards independent learning. The advent of accessible and user-friendly internet technology has propelled the popularity of distance learning for foreign languages.

The benefits of distance learning encompass: the flexibility for students to select their own study times, the ability to research materials at their convenience, encouragement to foster independence and self-discipline, a high degree of convenience for those balancing family and work responsibilities, and the adaptability of the learning process, as materials can be accessed from any location and on any electronic device.

However, the real challenge lies in effectively organizing the distance learning process. As distance learning is relatively new in most Ukrainian universities, structuring and managing the educational process tests the knowledge and competence of teachers in foreign language instruction. Difficulties emerge not only in presenting the foreign language material accurately but also in assessing how thoroughly students grasp the content.

Distance learning in foreign languages is distinct due to the indirect communication between teachers and students, facilitated by computers and digital communication tools. While this method offers numerous benefits, it also presents several challenges.

First, it is important to mention lack of immediate support: the absence of a physical teacher means students cannot instantly seek help or clarification on specific queries, potentially leading to misunderstandings and incomplete tasks. Direct, one-on-one interaction with teachers is crucial for resolving complex issues in learning.

Secondly, feeling of isolation, since traditional classrooms offer group interactions where students can discuss, debate, and understand the material better. Distance learning can lead to a sense of isolation, as digital communication does not fully replicate face-to-face interaction. It is essential to foster engagement through webinars, wikis, and blogs to mitigate this isolation.

Also, classroom environments inherently provide social pressure and structure, promoting discipline. While some students are self-disciplined, others may struggle without this structure. Therefore, teachers need to implement clear guidelines and consistent teaching patterns to ensure students stay on track.

Despite its challenges, distance learning is becoming integral to higher education. It allows the transmission of vast amounts of information over long distances, facilitates long-term data storage, and enables the editing and processing of information. Interactive multimedia tools and swift teacher communication enhance the learning experience, providing students access to diverse information sources.

Online resource analysis reveals that many digital tools now enable foreign language teachers to create comprehensive exercise and test systems suitable for both distance and blended learning.

Language basics in distance learning encompass programs designed to introduce and activate linguistic forms and structures. These programs include interactive exercises aimed at developing various speech skills and tests to assess language proficiency. Distance learning technologies offer numerous benefits, enhancing both flexibility and motivation by allowing students to choose their study format and pace. Personalized learning tailors education to individual needs, making it more effective, while active learning methods increase engagement and effectiveness.

Moreover, distance learning improves accessibility and cost-effectiveness, providing objective assessment methods and the freedom for students to select their

study time and place, which is particularly advantageous for students with disabilities. Additionally, it promotes intensive communication between students and teachers, among peers, and with international partners, further enriching the educational experience.

Utilizing remote interaction technologies enables varied teaching methods, combining traditional approaches with creative projects can enhance the effectiveness of distance learning. This expands the educational experience beyond physical classrooms. However, preparing distance-learning courses involves unique challenges. Teachers need a thorough understanding of course objectives, careful content design, and interaction planning. This process requires technical skills and detailed planning to avoid simply digitizing textbook content, which often results in negative experiences and reduced motivation.

5.1. Challenges and advantages of distance learning in foreign language education: a comprehensive analysis.

Currently, future specialists must have a good command of a foreign language, but the number of hours allocated to studying it at a university is very small. More and more time is devoted to student's independent work. Moreover, therefore, since the Internet has become accessible and easy to use, distance learning of foreign languages is becoming very popular.

The peculiarity of distance learning in foreign languages is, first of all, the indirect nature of communication between teacher and student, which is carried out through a computer and computer communications. But, nevertheless, like all educational models, distance learning has some inherent problems [7].

Firstly, the lack of physical support (teacher) means that the student cannot ask for help or any clarification on a particular question, or misinterpret the task and at the same time may miss completing an important task. Only working one-on-one with the teacher will help him understand the difficult moments of teaching.

Secondly, it is a feeling of isolation. When communicating in a group, students have the opportunity to discuss a lot, answer questions, defend their opinions and thereby work through the material. Therefore, socially, a student may feel isolated. For technical and psychological reasons, as well as due to its indirect nature, interpersonal telecommunication communication is not able to fully compensate for the lack of direct, live communication, therefore, during distance learning, it is important to create opportunities for interaction through webinars, wikis and blogs.

Thirdly, it is discipline. Discipline is a certain amount of social pressure and regulation that is exercised in the classroom. Some students are self-disciplined and have no problem with distance learning while others may feel a small loss. Therefore, the teacher needs to establish structures and a pattern for teaching [19].

Nevertheless, distance learning is increasingly becoming part of the life of universities and, unlike distance learning, it provides the ability to transmit information of any volume over any distance, store it in computer memory for the required time, edit it, process it, etc.

When analyzing Internet resources, it was revealed that many electronic opportunities have appeared that allow foreign language teachers to use various software to create a system of exercises and tests that can be used both in distance and blended learning. Computer programs can be divided into programs for the study of basic aspects of language (introduction and activation of linguistic forms and structures); programs for teaching various types of speech activity (exercises with interactive tasks); programs that monitor the level of speech and language skills (tests). Remote technologies have a number of advantages:

Firstly, students have the opportunity to choose the form of work and its pace, which results in increased motivation. Secondly, learning becomes more individualized, i.e. aimed at every student. Thirdly, active forms of learning can be used, thereby making learning more effective. By using forms of distance learning in foreign languages, the educational process can be made more accessible and economical, and the assessment of learning results more objective. Students have the right to choose the time and place for classes [2].

This is especially true for students with disabilities. In addition, distance learning provides the opportunity for intensive communication between students and teachers, students with each other, as well as with partners from other countries.

Using remote interaction technology, you can diversify the options for conducting classes, using not only traditional teaching methods, but also activate creative thinking using project activities. After all, by creating distance projects, we make education more open, going beyond the walls of the university or home. With all the advantages of using distance learning, when preparing a course in a distance format, some problems arise. The teacher is required to have a clear understanding of the course, its goals and objectives. The teacher must also think through the structure, content, design of the course, ways of interacting with students, and the structure of knowledge assessment [8].

The process of preparing this kind of courses requires certain technical skills and painstaking work to create a course template. Such work differs from traditional work, and if we mechanically transfer the content of a textbook or test into a distance learning form, we will usually get a negative result, and students will gain a negative experience, which will in no way contribute to their motivation to learn foreign languages. Therefore, the creation of distance courses, tests or simply assignments must be approached with great responsibility and every step must be thought through.

Thus, despite all the difficulties, distance education is becoming increasingly popular, teachers are increasingly using either its separate forms or completely switching to it as an effective, interesting and attractive way of teaching foreign languages. However, it is worth remembering that such training will be truly effective only if foreign language teachers pay special attention to developing students' abilities to creatively interact and integrate students' knowledge in their professional activities [28].

5.2. Enhancing distance education in English for non-linguistic fields: key methodological insights and solutions.

A distinctive feature of modern education is its accessibility, ensured through the use of distance learning technology in the educational process. One of the most common languages of international communication is English. Organizing distance learning of English for students of non-linguistic specialties is associated with a number of difficulties. The purpose of the given chapter is to describe methodological recommendations for organizing distance learning of English for students of non-linguistic specialties.

The potential of distance learning lies in the following characteristics of educational technology:

- flexibility (students' choice of time, pace and place of work, the ability to independently determine the intensity of training necessary to master the subject);

- adaptability (giving students the right to choose, create and implement an individual trajectory for obtaining an education or acquiring skills);

- modularity (the ability to form a curriculum from a set of independent module courses that meets individual or group needs);

- economic efficiency (relatively low cost of training, ensured by focusing on a larger number of students and more efficient use of training space and technical means);

- a new role of the teacher (the teacher acts as a coordinator of the cognitive process, he is called upon to provide advisory assistance in drawing up an individual curriculum, in the process of managing educational projects, and so on) [21].

It is believed that the organization of distance learning in English for students of non-linguistic specialties is associated with a number of difficulties. The key problem of distance learning in English is the difficulty in students understanding the phenomena of the language being studied, which is due to the discrepancy between the language system of the foreign language being studied and the system of the native language and the smaller number of hours for studying the language provided for in

the training plans for students of non-linguistic specialties. To overcome this problem, it can be suggested that teachers prepare a summary of the topic, aimed at clarifying aspects of the English language that are difficult to understand.

The second difficulty lies in the limited nature of foreign language live communication, which is especially necessary in the process of teaching language to students of non-linguistic specialties. When organizing distance learning, the teacher faces a dilemma: the need for "live" communication in the process of foreign language training and the difficulty of its implementation due to the remoteness of participants in the educational process. In order to resolve this difficulty, the students can be directed to use online systems [1].

An integral component of the educational process is the analysis of its effectiveness, which consists in diagnosing the level of language training of students. The difficulty that the teacher faces at this stage is to objectify the procedure for monitoring students' speech skills. This difficulty is dictated by the very essence of distance learning, which is based on maximum student autonomy. The intellectual resources of the educational institution as a whole and the department as a structural unit of the latter should be focused on solving the transportation of knowledge and diagnosing its quality.

It is believed that assessment of students' linguistic competence should occur only in the process of live communication. It is live communication that will allow the teacher to determine the students' level of proficiency in lexical and grammatical material, basic concepts of the course, and assess the ability to apply the acquired knowledge in practice. In addition, the final test is carried out within a strictly specified period frame and is limited in time [3].

Success in mastering a course largely depends on students' awareness of gaps in knowledge and the pursuit of these gaps replenish. To solve this problem, we provide distance learning students with a set of screening tests included in the so-called "student portfolio". By this term, the scientist understands a tool for self-assessment of a student's cognitive work, reflection of his own activities. Based on the results of passing the verification test, the student receives information about questions that

require re-study.

The distinctiveness of the subject "Foreign Language" largely stems from its focus on instructional methods rather than core scientific principles. The primary emphasis is on teaching various types of language activities—speaking, listening comprehension, reading, and writing—with a strong orientation towards communication.

As a result, the primary objective of training is to achieve proficiency in speech, communication, and the study of speech-thinking activities. The communicative approach encompasses not only speaking but also integrated training in all forms of oral (speaking and listening comprehension) and written (reading and writing) communication. It emphasizes the situational presentation of language material and adapts to individual learning styles, pace, and character.

When adapting the English language distance learning system for international students, it is essential to clarify several factors. Firstly, it is crucial to define the specific objectives of their English language acquisition and the communicative contexts in which the language is intended to be utilized [22].

Secondly, it is important to consider the national and cultural characteristics of the students, including their cultural backgrounds, when designing educational tasks. This understanding can guide the development of content that is relevant and engaging. To enhance mutual understanding, tasks can be designed not only around vocabulary pertinent to the specialty but also on linguistic and cultural themes.

Thirdly, it is essential to consider the psychological aspects of student motivation. Remote e-learning is characterized by the distinct psychological dynamics of interaction between participants. Additionally, discrepancies in situational perception between teachers and students can significantly complicate the educational process. Some students are driven by extrinsic motivations, such as seeking approval from family and society, while others are motivated by an intrinsic interest in learning a foreign language, recognizing its pragmatic value [5].

5.3. Innovative methods in English teaching to non-linguistic students.

Today, the swift advancement of innovative technologies is transforming all sectors of society. In higher education, this rapid change has created a pressing need for new and improved methods and approaches to teaching foreign languages. Traditional teaching methods are increasingly supplemented and even replaced by cutting-edge technologies, which enhance the learning experience and facilitate higher levels of language proficiency.

The implementation of these new technologies in foreign language education has proven to be highly effective. Digital tools such as interactive software, online platforms, and virtual classrooms allow for a more engaging and personalized learning experience. These innovations enable students to practice language skills in a variety of contexts, receive immediate feedback, and access a wealth of resources that were previously unavailable [16].

Furthermore, the integration of multimedia elements such as videos, audio recordings, and interactive exercises caters to different learning styles and helps maintain students' interest and motivation. These tools also allow for more flexible learning, enabling students to study at their own pace and on their own schedule, which is particularly beneficial for those with diverse needs and commitments.

In addition to enhancing individual learning experiences, new technologies foster collaborative learning environments. Online discussion forums, group projects, and virtual language exchanges connect students from different backgrounds and locations, promoting cultural exchange and practical language use. These collaborative opportunities not only improve language skills but also prepare students for global communication in their professional and personal lives.

Overall, the integration of innovative technologies in foreign language teaching is leading to significantly higher rates of language mastery. As these technologies continue to evolve, they hold the potential to further revolutionize language education, making it more accessible, effective, and engaging for learners around the world.

Currently, the field of foreign language education is undergoing a significant

transformation. Traditional methods such as the grammar-translation method, structural approach, and communicative language teaching are now being complemented and enhanced by a variety of innovative teaching techniques. These new methods leverage technology and modern pedagogical theories to create a more dynamic and effective learning environment [25].

One of the most notable changes is the shift in the roles and priorities of both students and teachers. In the past, the teacher was seen as the central figure in the classroom, responsible for delivering knowledge and guiding the learning process. The student, on the other hand, was often considered a passive recipient of this knowledge. Today, this dynamic has changed dramatically. The student is now viewed as an active participant in their own learning journey, rather than merely the "object" of educational influences.

This shift places the cognitive activity of the student at the forefront of the educational process. The focus is on fostering students' ability to think critically, solve problems, and apply their language skills in real-world contexts. This approach encourages students to take more responsibility for their own learning, promoting greater engagement and motivation [18].

Innovative teaching methods that support this shift include project-based learning, flipped classrooms, and the use of digital tools and resources. Project-based learning allows students to work on real-life projects that require the use of foreign language skills, thereby making learning more relevant and practical. Flipped classrooms invert the traditional teaching model by delivering instructional content online outside of the classroom and using class time for interactive, hands-on activities.

Digital tools and resources play a crucial role in modern language education. Online platforms, language learning apps, and virtual reality environments provide students with opportunities to practice their language skills in immersive and interactive settings. These technologies also offer personalized learning experiences, adapting to the individual needs and progress of each student.

Additionally, social media and communication platforms enable students to connect with native speakers and other learners around the world, facilitating authentic

language practice and cultural exchange. These interactions help students develop not only their language proficiency but also their intercultural competence, which is increasingly important in our globalized world [6].

The role of the teacher has also evolved in this new educational landscape. Teachers are now seen more as facilitators or guides who support and mentor students rather than simply transmitters of knowledge. They help students navigate through the wealth of available resources, provide feedback and guidance, and create a supportive learning environment that encourages experimentation and growth.

This new approach to language teaching aligns with contemporary educational theories that emphasize active learning, student autonomy, and the importance of real-world application. It recognizes that effective language learning is not just about memorizing vocabulary and grammar rules, but about developing the ability to communicate effectively and confidently in a foreign language.

Overall, the integration of innovative teaching methods and technologies in foreign language education is leading to more engaged and capable learners. By prioritizing the cognitive activity of students and supporting them with modern tools and strategies, educators can create a more effective and enjoyable language learning experience. As these methods continue to evolve, they promise to further enhance the way languages are taught and learned, preparing students to thrive in an increasingly interconnected world [13].

Modern innovative methods in teaching foreign languages have revolutionized the educational landscape, offering a diverse range of approaches that cater to the needs of 21st-century learners. These methods include the project-based approach, which often leverages Internet projects to provide students with real-world contexts and collaborative opportunities that enhance language acquisition. Additionally, the case method has gained popularity, engaging students in the analysis and discussion of real-life scenarios, thereby improving their critical thinking and problem-solving skills in the target language.

STL (Structured Team Learning) learning in collaboration is another innovative approach that emphasizes cooperative learning, where students work in teams to

achieve common goals, fostering both language skills and interpersonal communication. Brainstorming sessions, which encourage creative thinking and the rapid generation of ideas, are also increasingly used to help students express themselves more freely and confidently in a foreign language [30].

Problem-based learning (PBL) is a student-centered pedagogy that challenges learners to solve complex problems, often without a predefined solution, encouraging deep engagement with the language as a tool for inquiry and discovery. Moreover, the integration of technology in language teaching is evident in the widespread use of computer presentations, which not only aid in the visualization of complex concepts but also allow for interactive and multimedia-rich learning experiences.

These innovative methods represent a shift from traditional language teaching, focusing more on active participation, real-world relevance, and the development of critical 21st-century skills alongside language proficiency. They reflect an understanding that language learning is most effective when students are actively engaged, challenged, and supported by technology and collaborative frameworks [15].

The Internet has become an invaluable resource for accessing a vast array of authentic materials on professionally oriented topics, greatly enriching the landscape of foreign language education. These materials, which range from industry-specific articles and reports to multimedia content and online forums, offer learners the opportunity to engage with real-world language use in contexts directly relevant to their professional fields. This access to authentic content not only enhances language proficiency but also provides learners with insights into the latest trends, practices, and terminologies used in their respective industries [11].

In today's digital age, the widespread availability of the Internet, which is accessible to the majority of students, has paved the way for the integration of modern technologies into the process of learning foreign languages. This has led to the development of new and innovative forms of language instruction that are more interactive, engaging, and tailored to the needs of contemporary learners. For instance, online platforms and apps enable students to practice their language skills in real-time, connect with native speakers around the world, and receive instant feedback, thus

creating a more dynamic and immersive learning experience.

Furthermore, the Internet has facilitated the emergence of new forms of language learning that extend beyond traditional classroom settings. E-learning courses, webinars, and virtual language exchanges are just a few examples of how technology is being leveraged to provide flexible, accessible, and personalized language education. These platforms often include a variety of interactive elements, such as quizzes, games, and discussion boards, which help to maintain student engagement and motivation [20].

In addition to transforming the way languages are taught, the Internet has also introduced new methods of knowledge assessment and control. Online testing tools, for example, allow for more frequent and varied forms of assessment, enabling educators to monitor student progress more effectively and provide targeted support where needed. These tools often include features such as adaptive testing, which adjusts the difficulty level of questions based on the learner's performance, and instant feedback, which helps students to identify and address their weaknesses in real-time.

Overall, the Internet has significantly expanded the possibilities for language learning, making it more flexible, accessible, and relevant to the needs of today's learners. As new technologies continue to emerge, the potential for further innovation in this field is immense, promising even more effective and engaging ways to learn and teach foreign languages in the future [26].

Modern mobile technology, encompassing devices such as mobile phones, tablets, MP3/4 players, iPads, and other portable gadgets, has revolutionized the way we approach language learning. These devices enable learners to engage with all aspects of a language—reading, speaking, listening, and writing—whenever and wherever they choose, whether in the classroom or beyond. The portability and versatility of these technologies mean that language learning is no longer confined to a specific time or place; instead, it becomes an ongoing process integrated into the daily lives of students.

With the advent of mobile apps and online platforms designed specifically for language education, students now have access to a plethora of resources at their

fingertips. They can read foreign language texts, listen to native speakers, practice pronunciation through speech recognition software, and write essays or responses that are immediately analyzed by AI-driven tools. This constant availability of language learning opportunities ensures that students can practice and refine their skills on the go, turning even the smallest moments of free time into productive learning experiences [17].

Moreover, modern technologies do more than just facilitate the practical use of a foreign language; they also foster important professional behaviors among students. By encouraging independence, these tools empower learners to take control of their own education, seeking out resources and practicing skills autonomously. The interactive nature of many language learning apps and platforms also stimulates student activity, requiring active participation rather than passive consumption of information. This active engagement is crucial for language acquisition, as it helps to solidify knowledge and improve retention.

Creativity is another key trait nurtured by modern mobile technologies. Many apps and platforms offer creative exercises, such as story-building games, role-playing scenarios, and collaborative projects with peers from around the world. These activities not only enhance language skills but also encourage students to think outside the box and approach problems from different angles, reflecting the innovative thinking required in professional environments [10].

In essence, modern mobile technology has transformed language learning into a dynamic, flexible, and engaging process that aligns with the demands of today's fast-paced world. By promoting not only linguistic proficiency but also critical professional behaviors like independence, activity, and creativity, these technologies are preparing students for success in both their language studies and their future careers.

The method of projects, particularly Internet-based projects, is gaining significant traction in contemporary educational settings as an innovative and effective approach to language learning. This method emphasizes independent, interactive learning, empowering students across various proficiency levels to actively engage in the learning process and express themselves creatively and confidently. By allowing

students to work on projects that are both relevant and meaningful to them, this method fosters a deeper connection to the language, as learners are motivated to use the foreign language in authentic contexts rather than merely completing isolated exercises.

One of the key strengths of the project method is its ability to simultaneously create a rich language environment while providing practical opportunities for language use. This dual focus addresses one of the most challenging aspects of language teaching methodology: ensuring that students not only learn the mechanics of a language but also apply it in real-world situations. Through project work, students are immersed in a language environment where they must navigate a variety of linguistic and cognitive challenges, thereby enhancing their language proficiency in a holistic manner [24].

5.4 Project method as one of the most effective teaching approach during online studying.

Internet projects, in particular, offer a dynamic platform for this method, as they provide access to a wealth of resources and tools that can be tailored to the specific needs and interests of the students. These projects often involve collaborative tasks, research, content creation, and problem-solving, all of which require students to use the target language in diverse and complex ways. The Internet also opens up opportunities for cross-cultural communication, enabling students to collaborate with peers from different parts of the world, thereby broadening their cultural understanding and global perspective.

In the process of implementing various projects, students are required to solve a multitude of problems that encompass not only linguistic challenges but also critical thinking, creativity, and collaboration. For example, a student working on an Internet project might need to research information, synthesize data, communicate with team members, and present findings, all while using the foreign language. This multifaceted approach ensures that language learning is deeply integrated with other essential skills,

making it a comprehensive educational experience.

As such, working on an Internet project represents a multi-level and multi-aspect approach to language learning. It engages students on multiple fronts—cognitively, socially, and linguistically—thereby fostering a more profound and lasting mastery of the language. This method not only equips students with the necessary language skills but also prepares them to tackle complex tasks in real-life situations, making it a valuable tool in modern language education [4].

In conclusion, the project method, especially when implemented through Internet-based platforms, is an increasingly popular and effective strategy for language learning. It bridges the gap between theoretical knowledge and practical application, creating a dynamic and interactive learning environment that challenges students to use the foreign language in meaningful and authentic contexts. By promoting independence, creativity, and problem-solving skills, this method not only enhances language proficiency but also prepares students for the complexities of real-world communication.

Project work in the context of language learning must adhere to a set of well-defined criteria to ensure that it is both effective and meaningful. These criteria are designed to maximize the educational value of the project, guiding students through a structured yet flexible learning process that promotes language proficiency, critical thinking, and social development. Below are the key criteria that project work should meet to achieve these goals:

- Professional and Practical Orientation:

A successful project must have a clear professional and practical orientation, meaning that the work should be relevant to real-world applications, particularly in the students' future professional fields. This ensures that the project is not just an academic exercise but also a valuable preparation for the professional tasks students will encounter in their careers. By engaging in projects that mirror actual workplace scenarios, students can better understand the practical uses of the foreign language they are learning. This orientation helps bridge the gap between theoretical knowledge and its application, making the learning experience more relevant and engaging.

- Clear Objectives:

Every project must have a specific, well-defined goal that guides the entire process. This goal typically involves the practical use of a foreign language in both oral and written forms, ensuring that students develop comprehensive language skills across all types of speech activity, including reading, writing, listening, and speaking. The clarity of the project's objective helps students focus their efforts, understand the purpose of their work, and measure their progress effectively. It also allows educators to design assessments and feedback that are aligned with the intended learning outcomes, making the project an integral part of the overall language curriculum.

- Student Independence:

One of the cornerstones of effective project work is fostering students' independence. From the initial stages of selecting a project topic that genuinely interests them to planning and executing the work, students should be encouraged to take ownership of their learning process. This independence is crucial for developing self-directed learning habits, which are essential for lifelong learning. By allowing students to choose topics that resonate with their personal or professional interests, the project becomes more engaging and meaningful, increasing motivation and the likelihood of success. Furthermore, the autonomy involved in planning and executing the project helps students build confidence in their ability to manage complex tasks independently.

- Result-Oriented Approach:

The culmination of project work should be the preparation of a creative and tangible output that reflects the students' efforts and learning. This result-oriented approach ensures that the project has a clear end goal, such as a PowerPoint presentation, a research report, a video, or another appropriate form of final product. The process of creating this final output encourages students to synthesize their knowledge, apply their language skills in a coherent and polished manner, and present their work to an audience. This aspect of project work not only reinforces language learning but also develops important skills in communication, organization, and presentation, which are vital in both academic and professional settings.

- Development of Social Qualities:

Working on a joint project provides a unique opportunity for students to develop essential social qualities such as teamwork, communication, and empathy. Collaborative projects require students to interact with peers, share ideas, negotiate different perspectives, and work towards a common goal. These experiences help students build interpersonal skills that are crucial in both professional and personal contexts. Through collaboration, students learn to value the contributions of others, manage conflicts, and foster a sense of community and shared responsibility. The development of these social qualities is a significant benefit of project work, as it prepares students not only for academic success but also for effective participation in a diverse and interconnected world [9].

Effective project work in language learning must meet several key criteria to ensure that it is both educationally valuable and practically relevant. By focusing on professional and practical orientation, clear objectives, student independence, result-oriented outcomes, and the development of social qualities, project work can significantly enhance the language learning experience. It provides students with the opportunity to apply their language skills in meaningful contexts, encourages independent learning, and fosters important social and professional skills that will serve them well beyond the classroom.

Project activities in education encompass a wide array of types, including professionally oriented projects, research-based initiatives, role-playing scenarios, and creative endeavors. Each of these project types offers unique opportunities for students to engage with the material in ways that resonate with their interests and learning styles. However, regardless of the specific type of project, there are certain essential steps that must be followed to ensure the success of the project and the attainment of its educational objectives. These steps provide a structured approach that guides both teachers and students through the process of project work, from initial planning to final reflection [14].

- Planning:

The first critical step in any project is thorough planning, which sets the

foundation for the entire project. This phase is typically initiated by the teacher, who plays a key role in guiding the direction of the project. The planning stage involves selecting an appropriate topic, which should be closely aligned with the educational material and the professional interests of the students. This alignment ensures that the project is relevant and engaging for the students, increasing their motivation and involvement. During this stage, the teacher also analyzes the initial ideas and concepts that will form the basis of the project, helping to refine and focus the objectives. Effective planning requires careful consideration of the resources available, the skills of the students, and the intended learning outcomes, all of which contribute to the successful execution of the project.

- Development of the Structure and General Plan:

Once the initial planning is complete, the next step involves developing the structure and overall plan of the project. This step is crucial as it defines the main idea of the project and outlines the steps needed to achieve the final goal. Students are often involved in this process, as they contribute to defining the project's scope, collecting relevant information, and drawing up a detailed plan. This stage may include brainstorming sessions, research, and the organization of ideas into a coherent structure that guides the subsequent work. The development of a clear and well-organized plan ensures that all participants understand their roles and responsibilities, making it easier to coordinate efforts and maintain focus throughout the project. Additionally, this phase provides an opportunity to identify potential challenges and develop strategies to address them, helping to mitigate risks and ensure the project stays on track.

- Work in Groups:

Collaborative work is a hallmark of project-based learning, and the group work phase is where the bulk of the project's activities take place. During this stage, students work together to implement the plan developed in the previous step. This involves drawing up a step-by-step action plan, searching for and processing relevant materials, and making necessary corrections and adjustments as the project progresses. Group work fosters a sense of teamwork and shared responsibility, as students must communicate effectively, delegate tasks, and support one another to achieve the

project's objectives. This phase also provides valuable opportunities for students to develop critical soft skills, such as problem-solving, time management, and conflict resolution. Throughout this stage, the teacher acts as a facilitator, offering guidance and feedback to ensure that the group stays on track and that the project meets the established criteria [12].

- Project Presentation:

The culmination of the project work is the presentation phase, where students showcase the results of their collaboration in a chosen format. The presentation is a critical component of the project, as it allows students to demonstrate their understanding of the material, their ability to apply language skills, and their creativity in presenting information. Common forms of project presentation include PowerPoint slideshows, videos, posters, or even live demonstrations, depending on the nature of the project and the preferences of the group. This phase also serves as an opportunity for students to practice public speaking and presentation skills, which are essential in both academic and professional settings. The project presentation is often a moment of pride for students, as it represents the culmination of their hard work and collaboration, and it provides a tangible outcome that can be shared with peers, teachers, and potentially a wider audience.

- Reflection:

The final step in the project process is reflection, a critical phase that involves evaluating the project and the collaboration process. During this stage, students and teachers engage in a discussion about the effectiveness of the teamwork, the participation of each group member, and the overall success of the project. Reflection allows students to consider what they have learned from the experience, both in terms of content and process, and to identify areas for improvement in future projects. This stage also provides an opportunity to assess the outcomes of the project against the original goals and objectives, offering insights into what worked well and what could be refined. Through reflection, students develop a deeper understanding of their strengths and weaknesses, as well as the importance of collaboration and communication in achieving shared goals. Additionally, this phase encourages a

growth mindset, as students learn to view challenges and setbacks as opportunities for learning and development.

Despite the variety of project types available, the success of any project hinges on following a structured approach that includes planning, development of a clear structure, collaborative group work, a formal presentation of results, and thoughtful reflection. These steps ensure that the project is not only a valuable learning experience but also a process that fosters important skills such as critical thinking, collaboration, communication, and self-assessment. By adhering to these steps, teachers and students can maximize the educational impact of project work, making it a powerful tool for both language learning and personal development.

Working on a presentation is an invaluable exercise in language education, as it fosters the development of a wide array of essential skills. Among these are reading, writing, and translation skills, which are honed as students engage with texts, interpret and synthesize information, and convey their understanding through both written and spoken language. The process of creating a presentation requires students to critically analyze source materials, translate complex ideas into comprehensible formats, and articulate these ideas clearly and persuasively in the target language. This not only deepens their comprehension but also enhances their ability to communicate effectively in a foreign language.

Moreover, the creative approach inherent in the task of completing a presentation is expressed through the various forms of data presentation that students may choose to employ. Whether through the use of visuals, such as charts, graphs, and images, or through more interactive elements like videos, animations, and multimedia, students are encouraged to think innovatively about how best to convey their message. This creativity is not just about making the presentation aesthetically pleasing; it is also about finding the most effective ways to communicate complex ideas and engage the audience. As students explore different methods of presenting information, they learn to balance clarity with creativity, ensuring that their presentations are both informative and captivating. This process also enhances their technical skills, as they become more adept at using digital tools and software to create professional and polished

presentations.

In today's educational landscape, alongside traditional methods of teaching foreign languages, there is a growing emphasis on innovative methods that better cater to the needs of modern learners. One such method is project-based learning, which has become increasingly popular due to its effectiveness in developing not only linguistic skills but also social and professional competencies. Unlike traditional language instruction, which often focuses on isolated grammar exercises and vocabulary drills, project-based learning places students in real-world scenarios where they must use the language actively and meaningfully. This method challenges students to apply their language skills in context, whether they are researching a topic, collaborating with peers, or presenting their findings to an audience.

Project-based learning is particularly beneficial in non-linguistic universities, where students are often preparing for careers in fields other than language studies. By engaging in projects that are relevant to their future professions, students develop a deeper understanding of how language functions in their specific contexts, whether in business, science, engineering, or the arts. This not only improves their language proficiency but also prepares them for the communication demands of their future careers. Additionally, the collaborative nature of many projects helps students develop crucial social skills, such as teamwork, negotiation, and cultural awareness. These skills are essential in today's globalized world, where professionals must be able to work effectively with colleagues from diverse linguistic and cultural backgrounds [23].

Furthermore, project-based learning promotes the development of professional skills that are highly valued in the workplace. As students plan, execute, and present their projects, they learn to manage their time, set goals, solve problems, and make decisions—skills that are transferable to any career. The emphasis on real-world applications also means that students are more likely to see the relevance of their language studies to their future careers, which can increase motivation and engagement. In this way, project-based learning not only enhances students' language abilities but also equips them with the social and professional skills they will need to succeed in their chosen fields [27].

In conclusion, while traditional methods of teaching foreign languages remain important, the increasing use of innovative approaches like project-based learning is transforming language education. These methods offer a more holistic approach to learning, one that integrates linguistic, social, and professional development. As such, they are particularly well-suited to the needs of students at non-linguistic universities, providing them with the tools they need to succeed both academically and professionally in an increasingly interconnected world. By combining the strengths of traditional instruction with the opportunities provided by innovative methods, educators can offer students a more comprehensive and engaging learning experience that prepares them for the challenges and opportunities of the future.

5.5 Assessment through electronic technologies: methodologies and innovations.

Monitoring the results of students' educational activities is a crucial component in the process of teaching foreign languages. It serves as a key mechanism for determining the extent to which learning objectives have been achieved and for assessing the level of linguistic and speech competence that students have attained. This stage of the educational process is not merely about recording grades or outcomes; it plays a pivotal role in guiding both instruction and learning. By systematically evaluating students' progress, educators can identify areas where students excel and where they may need additional support, allowing for a more personalized and effective teaching approach [5].

5.5.1. *The role of electronic testing in monitoring and enhancing language learning outcomes*

The development of an objective and reliable control system for monitoring student progress is, therefore, one of the most important directions in the methodology of teaching foreign languages. An objective control system ensures that assessments are fair, consistent, and reflective of students' actual abilities. It provides educators with

accurate data that can be used to refine instructional strategies, tailor learning experiences to individual needs, and ultimately improve educational outcomes. Such a system also helps in maintaining high academic standards, ensuring that students who successfully complete language courses possess the necessary skills to communicate effectively in the target language.

Within the framework of this control system, testing plays a significant role, particularly electronic testing, which has become increasingly prevalent in modern educational settings. Electronic testing refers to the use of computer-based assessments where all stages of the test, from the administration of questions to the scoring and feedback, are managed by a computer. This method of testing offers several advantages over traditional paper-based tests. It allows for the automation of test administration, which can reduce the potential for human error and increase the efficiency of the testing process. Additionally, electronic tests can provide immediate feedback to students, which is beneficial for learning as it allows students to quickly understand their mistakes and learn from them [1].

Electronic testing also offers greater flexibility in test design. Educators can create a wide variety of question types, including multiple-choice, true/false, matching, and even interactive exercises that require students to drag and drop answers or complete tasks in a simulated environment. This variety can make tests more engaging for students and can better assess a range of language skills, from vocabulary and grammar to reading comprehension and listening abilities. Furthermore, electronic tests can be adaptive, meaning that the difficulty of the test can adjust based on the student's responses, providing a more personalized assessment experience that accurately reflects the student's level of competence.

It is important to distinguish electronic testing from other forms of testing that merely use electronic means for processing results. For instance, a test that is administered on paper but later scored using electronic methods is not considered a true computer-based test. In such cases, while the scoring may be automated, the test itself does not benefit from the full range of capabilities offered by a fully electronic testing system. True electronic testing involves the integration of technology

throughout the entire testing process, from the design and delivery of the test to the analysis and reporting of results [9].

The shift toward electronic testing represents a broader trend in education toward the use of technology to enhance the learning experience. As educational institutions continue to adopt digital tools and platforms, electronic testing is likely to become even more widespread. This shift not only reflects changes in how students are assessed but also how they learn, as technology enables more interactive, engaging, and personalized learning experiences. However, the implementation of electronic testing also requires careful consideration of several factors, including the need for reliable and secure testing environments, the importance of training both educators and students in the use of testing technologies, and the need to ensure that electronic tests are accessible to all students, including those with disabilities.

In conclusion, monitoring students' progress through a robust and objective control system is an essential part of language education. The increasing role of electronic testing within this system highlights the importance of integrating technology into the assessment process. By leveraging the advantages of electronic testing, educators can provide more accurate, efficient, and meaningful assessments that support students' language learning and contribute to their overall educational success. As the use of electronic testing continues to grow, it will be important for educators to remain informed about best practices and to continuously refine their approaches to ensure that these assessments are fair, reliable, and truly reflective of students' linguistic competence [13].

Electronic testing possesses several key characteristics that distinguish it from traditional forms of assessment. These characteristics—validity, reliability, representativeness, and discriminativeness—are crucial for ensuring that electronic tests are effective and fair measures of students' abilities and knowledge. Understanding these characteristics can help educators design and implement electronic tests that provide accurate and meaningful assessments.

Validity refers to the extent to which an electronic test measures what it is intended to measure. In the context of language assessment, this means that the test

should accurately assess the specific language skills and knowledge it purports to evaluate. For example, a test designed to assess vocabulary should include questions that effectively gauge students' understanding and use of words in context. Ensuring validity involves aligning test content with learning objectives and ensuring that the test items accurately reflect the constructs being measured. Electronic testing platforms can enhance validity by allowing for a range of question types and interactive elements that more closely simulate real-world language use, providing a more accurate measure of students' language abilities.

Reliability refers to the consistency and stability of test results over time. An electronic test is considered reliable if it yields consistent results when administered to the same group of students under similar conditions. This means that if students were to take the test multiple times, their scores should be similar, assuming their knowledge and abilities have not changed. Reliability is crucial for ensuring that test results are dependable and that they accurately reflect students' true abilities. Electronic testing systems often enhance reliability through automated scoring and standardized test administration, reducing the likelihood of errors and variability that can occur with manual grading or inconsistent test delivery [27].

Representativeness involves ensuring that the test content accurately reflects the full range of material that students have been exposed to during their learning. In other words, an electronic test should cover the relevant topics and skills that have been taught, providing a comprehensive assessment of students' knowledge. This characteristic is important for ensuring that the test results are meaningful and relevant to the learning objectives. Electronic testing platforms can support representativeness by offering a variety of question types and formats that address different aspects of the curriculum, and by allowing for the inclusion of diverse content that reflects the breadth of the subject matter.

Discriminativeness refers to the ability of a test to differentiate between students of varying levels of ability. A test is considered discriminative if it can accurately distinguish between students who have a high level of proficiency and those who have a lower level of proficiency. This characteristic is important for identifying students'

strengths and areas for improvement. Electronic tests can enhance discriminativeness through adaptive testing features that adjust the difficulty of questions based on students' responses, allowing for a more precise measurement of their abilities. Additionally, electronic testing platforms can provide detailed analytics that help educators understand how different students perform on various aspects of the test, further aiding in the identification of specific learning needs [16].

Computer-based testing incorporates several distinct features that enhance the testing experience and improve the effectiveness of assessments. Key features of computer testing include the likelihood of randomization and adaptability, time management capabilities, and the presence of interactivity and multimedia. These features collectively contribute to a more dynamic, personalized, and engaging assessment process.

Randomization is a crucial feature of computer-based testing that involves arranging test items or tasks in a random order for each test taker. This process ensures that no two test-takers receive the same sequence of questions, which helps to prevent cheating and reduces the likelihood of answer memorization. Randomization enhances the fairness and security of the testing process by providing each student with a unique set of questions. This feature also helps in individualizing the testing experience when multiple students are taking the test simultaneously. By presenting questions in a varied order, randomization ensures that the assessment is more robust and that it accurately measures students' knowledge and skills without the influence of predictable patterns.

Adaptability is another significant feature of computer testing, which is facilitated by the flexibility of the testing system. Adaptive testing adjusts the difficulty level of questions based on the student's responses. If a student answers a question correctly, the system may present more challenging questions to further assess their abilities. Conversely, if a student struggles with a question or makes an error, the system can provide easier questions or offer links to supplementary theory, rules, or hints to support their learning. This adaptive approach personalizes the testing experience, allowing for a more accurate assessment of the student's true level of proficiency. It also helps to keep students engaged and motivated by providing a more tailored and

supportive testing environment [16].

Time management in computer-based testing refers to the ability to set and enforce time limits for completing the entire test or individual tasks within the test. This feature is important for simulating real-world conditions where time constraints are often a factor. By incorporating time limits, educators can assess not only students' knowledge but also their ability to manage time effectively and work efficiently under pressure. The technical capability to impose these limits ensures that tests are administered consistently and fairly, and it provides valuable data on how students handle time management challenges. Additionally, the use of timers can help students practice and develop their time management skills, which are essential for both academic and professional success.

The presence of interactivity and multimedia elements is a distinctive feature of electronic tests that significantly enhances the testing experience. Interactive elements, such as drag-and-drop tasks, clickable hotspots, and simulation exercises, make the test more engaging and allow students to interact with the content in various ways. Multimedia components, including audio clips, videos, and animations, can provide richer context and more diverse ways to assess students' understanding. For instance, language tests may include listening exercises where students must respond to audio prompts or view video clips to answer comprehension questions. These features not only make the test more stimulating but also provide a more comprehensive evaluation of students' abilities by incorporating multiple modes of input and response.

An important aspect of computer-based testing is the provision of immediate feedback. The interactive nature of electronic tests allows for real-time assessment of students' responses. Correct answers are automatically counted, grades are assigned instantly, and students are informed of their results without delay. Immediate feedback helps students understand their performance and learn from their mistakes as they progress through the test. This timely information is valuable for both students and educators, as it provides insights into areas of strength and areas needing improvement. The ability to receive feedback quickly contributes to a more effective learning process, as students can address their weaknesses and reinforce their knowledge in a timely

manner [2].

5.5.2 Principles and best practices in developing effective computer-based assessments.

When developing computer-based tests, adhering to specific guidelines and rules is crucial to ensure that the test is effective, fair, and reliable. The design and implementation of electronic tests require careful consideration to create assessments that accurately measure students' knowledge and skills while providing a clear and meaningful testing experience. The following principles should be followed during the development of electronic tests:

- Significance and Clarity of Questions:

Each question included in an electronic test should be carefully selected to cover the most important aspects of the topic being assessed. Questions must be significant in terms of their relevance to the learning objectives and should accurately reflect the key concepts that students are expected to understand. Clarity is essential for effective testing; questions should be phrased in a way that is easily understood by all students. Ambiguity in question wording can lead to confusion and misinterpretation, which can adversely affect test results. Therefore, questions should be straightforward and unambiguous, avoiding any potential for multiple interpretations. Additionally, each question should offer a sufficient number of answer options, typically ranging from four to ten choices. This range provides a balance between offering enough options to assess understanding and preventing the test from becoming overly complex or unwieldy.

- Test Length and Focus:

The length of the electronic test should be carefully managed to avoid overwhelming students. A test that is too lengthy can lead to fatigue, which may negatively impact performance and result in less accurate assessments of students' abilities. It is important to design tests that are appropriately sized for the content being assessed, ensuring that each question contributes meaningfully to the overall evaluation. Additionally, the test should remain focused on the core objectives and

avoid including extraneous material that does not directly relate to the learning goals.

- Avoiding Hints and Provocative Questions:

The wording of test tasks should be free from any hints or suggestions that could inadvertently guide students toward the correct answers. The purpose of an electronic test is to assess students' true understanding and knowledge, not to lead them to the answers through indirect cues. Provocative questions that might confuse or mislead students should be avoided, as they do not contribute to a fair assessment. Similarly, questions focusing on minor details or irrelevant minutiae are not appropriate for electronic tests, as they do not effectively measure students' overall comprehension of the subject matter.

- Interconnected Tasks and Test Integrity:

Ensuring that test tasks are interconnected helps to maintain the integrity and coherence of the test. Interconnected tasks are those that build upon each other or relate to a common theme, providing a more comprehensive assessment of students' understanding. This approach helps to create a test that is logically structured and ensures that the various components of the assessment are aligned with the learning objectives. A well-organized test with interconnected tasks can also help students navigate the test more easily and understand the relationships between different topics.

- Principle from Simple to Complex:

When compiling an electronic test, it is important to follow the principle of progressing from simple to complex. This means that the test should start with questions that assess basic understanding and gradually move towards more complex and challenging questions. This progressive approach allows students to build confidence as they proceed through the test and ensures that the assessment accurately reflects their depth of knowledge. Starting with simpler questions helps to establish a baseline of students' understanding before moving on to more advanced concepts, providing a clearer picture of their overall proficiency.

For such purposes a range of sophisticated tools and platforms to develop and administer computer-based tests can be employed. These tools and technologies are essential for creating effective assessments that support diverse learning needs and

provide valuable insights into students' language skills. Primary platforms include Moodle, Classtime, and various Web 2.0 technologies, each offering unique capabilities for test creation and management [28].

Moodle is a widely used open-source learning management system that provides robust functionalities for creating and administering online tests. Its versatile features allow educators to design a variety of test types, including multiple-choice questions, short answers, and essays. Moodle's user-friendly interface also supports the integration of multimedia elements, such as audio and video clips, which can enhance the testing experience and better assess students' language skills. Additionally, Moodle's reporting tools provide detailed analytics on student performance, helping educators to track progress and identify areas for improvement.

Classtime is another platform utilized for test development, offering tools specifically tailored for higher education institutions. This platform supports the creation of comprehensive tests that align with curriculum objectives and learning outcomes. It also facilitates the administration of tests and the collection of results, streamlining the assessment process. Classtime's features enable the incorporation of interactive elements and diverse question formats, ensuring that tests are engaging and accurately assess students' understanding of various language aspects.

Web 2.0 technologies encompass a range of online tools and applications that support collaborative and interactive learning experiences. These technologies include various programs and designers that aid in the creation of computer tests. Notable examples include:

PowerPoint Templates: These templates allow educators to design visually appealing test questions and presentations that can be used in both online and offline testing environments. PowerPoint's flexibility makes it easy to create tests that incorporate multimedia elements, enhancing the overall assessment experience.

HotPotatoes: This suite of tools is specifically designed for creating interactive web-based exercises and tests. HotPotatoes supports various question types, including multiple-choice, gap-filling, and matching exercises. Its user-friendly interface makes it accessible for educators to create tests that are both engaging and educational.

Other Online Test Creation Tools: There are numerous other online tools and platforms available that facilitate the creation of interactive and multimedia-rich tests. These tools offer various features, such as automated grading, real-time feedback, and customizable test formats, contributing to a more dynamic and effective assessment process.

In addition to the aforementioned platforms and tools, there are several websites that provide opportunities for online testing on various aspects of the English language. These sites can be utilized for both independent student work and classroom activities. They offer a range of test types and practice exercises that cover different language skills, including grammar, vocabulary, reading comprehension, and listening. By integrating these online resources into the curriculum, educators can provide students with additional practice and support, enhancing their learning experience [14].

A variety of electronic test types to assess different stages of student learning can be utilized:

Introductory tests are designed to gauge students' initial knowledge and understanding of the subject matter. They provide a baseline assessment that helps educators identify students' prior knowledge and readiness for more advanced topics.

Current or thematic tests are administered throughout the course to assess students' understanding of specific topics or themes that have been covered in recent lessons. These tests help monitor ongoing progress and ensure that students are keeping up with the curriculum.

Training tests are used as practice exercises to help students prepare for more formal assessments. They provide opportunities for students to apply their knowledge and skills in a low-stakes environment, receive feedback, and improve their performance before taking final exams.

Final tests are comprehensive assessments administered at the end of the course to evaluate students' overall understanding and mastery of the material. These tests are critical for determining final grades and assessing whether students have achieved the learning objectives of the course.

Tests can be categorized into two main types: closed and open. Each type has

specific formats and methods for evaluating students' understanding and language skills. Within the category of closed tests, various subtypes are used to assess different aspects of language proficiency. These include cloze tests, multiple-choice tests, and matching tests, among others. Below is a detailed explanation of each type of closed test, including their unique features and uses:

1. Cloze tests are designed to assess a student's ability to understand and use language in context. They involve a passage of text with certain words removed, requiring students to fill in the blanks with appropriate words. Cloze tests are further divided into several subtypes:

1.1. Traditional cloze tests: In traditional cloze tests, every 7th or 8th word is removed from a passage. Students are required to fill in these blanks based on their understanding of the context and content of the text. This format assesses students' ability to comprehend and predict language patterns and meaning.

1.2. Modified cloze tests: Modified cloze tests involve removing parts of a grammatical or lexical unit rather than individual words. For example, a test might remove key components of verb phrases or noun phrases, requiring students to use their knowledge of grammar and vocabulary to complete the sentences. This subtype focuses on more specific aspects of language use and structure.

1.3. Authentic cloze tests involve removing letters or words from the beginning or end of lines within a text. This format assesses students' ability to infer meaning and complete text based on context clues. It is particularly useful for evaluating reading comprehension and context-based vocabulary knowledge.

2. Multiple choice tests present students with a question or statement followed by several answer options. Students must select the correct answer from the provided choices. This format can be used to assess a range of language skills, including grammar, vocabulary, reading comprehension, and listening. Multiple choice tests are advantageous for their efficiency in scoring and their ability to cover a broad range of content in a single test.

2.1. Single-answer multiple choice: Students select the one correct answer from a set of options. This format is commonly used for straightforward questions where there

is a single correct response.

2.2. Multiple-answer multiple choice: Students may select one or more correct answers from a list of options. This format allows for the assessment of more complex knowledge and understanding.

3. Matching tests require students to establish a correspondence between pairs of items. These items might include words and their translations, questions and answers, or text and images. Matching tests are useful for assessing students' understanding of relationships and associations between different concepts.

3.1. Word-to-translation matching: Students match vocabulary words with their correct translations.

3.2. Question-to-answer matching: Students pair questions with the appropriate answers.

3.3. Text-to-image matching: Students match text excerpts with corresponding images or diagrams.

4. Consistency tests evaluate students' ability to sequence items correctly. These tests require students to place letters, words, sentences, or parts of a text in the proper order. This format assesses understanding of text structure and logical progression, as well as the ability to organize information coherently.

4. Letter sequencing: Students arrange letters to form a word or phrase.

4.1. Sentence sequencing: Students reorder sentences to create a logically coherent passage.

4.2. Text sequencing: Students arrange sections of a text in the correct order to ensure proper flow and coherence.

5. Short answer tests require students to provide brief responses, such as "Yes" or "No," or to determine if statements are "True" or "False." This format is useful for assessing students' ability to understand and recall specific information quickly. Short answer tests can be used to gauge knowledge of factual details or comprehension of simple statements.

6. Yes/No answers: Students respond to questions with a simple "Yes" or "No."

7. True/False statements: Students determine whether statements are correct or

incorrect.

When developing computer-based tests, there is a strong preference for using closed-type tasks due to their structured nature and ease of automated scoring. Closed-type tasks, which include formats such as multiple-choice questions, cloze tests, and matching exercises, offer several advantages in the context of electronic testing. These tasks are generally easier to standardize, automate, and grade, making them well-suited for large-scale assessments and for providing objective evaluations of student performance.

Closed-type tasks offer several significant advantages in educational assessments, making them a preferred choice for standardized testing. One of the primary benefits of these tasks is standardization. Since all students are presented with the same set of questions and answer options, the assessment process remains consistent and fair. This uniformity ensures that students are evaluated under equal conditions, allowing for reliable comparisons of their performance. Additionally, closed-type tasks contribute to efficient and accurate grading. Many of these tasks can be scored automatically by computer systems, significantly reducing the time required for assessment. Automated scoring not only minimizes human error but also provides timely feedback, enabling students to identify their mistakes and improve their learning outcomes.

Another key advantage of closed-type tasks is their objective evaluation process. Unlike open-ended tasks that may be subject to interpretation, closed-type questions generally have clear, correct answers. This objectivity helps ensure that students are assessed based on the same criteria, eliminating biases and inconsistencies that could arise from subjective grading. As a result, educators can more effectively measure students' actual knowledge and understanding of the subject matter.

Several types of closed-type tasks are commonly used in assessments. Multiple-choice questions are one of the most popular formats, requiring students to choose the correct answer from several options. These questions can assess a broad range of knowledge and cognitive skills, from basic recall to complex problem-solving. Another common format is the cloze test, in which certain words are removed from a passage, and students must fill in the blanks. This type of task evaluates students' ability to

understand context and apply language rules effectively. Matching exercises are another valuable closed-type task, where students must pair items such as vocabulary words with their definitions or questions with corresponding answers. This format helps assess students' comprehension of relationships between concepts, reinforcing their ability to recognize and recall information.

Despite the advantages of closed-type tasks, open-type tasks also play a crucial role in assessing students' deeper understanding and complex language skills. Unlike closed-type tasks, open-type tasks allow for greater flexibility in student responses, making them particularly useful for evaluating language production and application. These tasks require students to generate language rather than merely recognize the correct answer, offering a more comprehensive assessment of their linguistic abilities.

One effective open-type task involves supplementing a given text. This type of task can take various forms, such as word insertion, phrase insertion, or grammatical structure completion. For instance, in word insertion tasks, students are provided with a passage where certain words are omitted, and they must supply appropriate words to complete the text meaningfully. Phrase insertion tasks require students to add missing phrases or clauses to construct coherent sentences or paragraphs. Similarly, grammatical structure completion tasks assess students' ability to correctly insert specific grammatical elements, such as verb tenses or prepositions, to fit the context of a passage [27].

Open-type tasks offer several distinct benefits. They provide a more comprehensive assessment of language production, allowing educators to evaluate students' creative and functional use of language. Since these tasks permit a range of acceptable answers, they better reflect students' individual language skills and comprehension levels. Moreover, open-type tasks enhance the evaluation process by requiring students to produce language actively, rather than simply recognizing the correct answer. This approach provides deeper insights into their understanding of complex concepts and their ability to apply knowledge in practical contexts.

Incorporating both closed-type and open-type tasks into computer-based assessments can create a well-rounded evaluation framework. While closed-type tasks

ensure efficiency, objectivity, and standardization, open-type tasks allow for deeper exploration of students' linguistic abilities. By balancing these two approaches, educators can design assessments that effectively measure students' knowledge, comprehension, and practical application of language skills.

Conclusion

In summary, the development of computer-based tests is a complex process that requires careful consideration of several fundamental principles to ensure their effectiveness, fairness, and reliability. These principles serve as the foundation for creating assessments that accurately measure students' knowledge and skills while maintaining a structured and meaningful testing experience. By adhering to key guidelines, educators can design electronic tests that are both comprehensive and beneficial to students.

One of the most critical aspects of computer-based test development is the significance and clarity of questions. Well-formulated questions help ensure that students understand what is being asked, reducing the likelihood of misinterpretation. Clear and precise wording eliminates ambiguity, making it easier for students to focus on demonstrating their knowledge rather than deciphering complex instructions. Additionally, meaningful questions contribute to the overall validity of the test, ensuring that it effectively assesses the intended learning objectives.

Another essential factor in test design is managing test length. A well-balanced test should include an appropriate number of questions to cover the necessary content while avoiding unnecessary length that may cause fatigue or stress. Tests that are too short may fail to assess students' knowledge comprehensively, while overly long tests can lead to disengagement and reduced performance. Striking the right balance ensures that students remain focused and motivated throughout the assessment process.

It is also crucial to avoid including hints or provocative content in test questions. Providing direct hints can compromise the integrity of the assessment by guiding

students toward the correct answers rather than allowing them to demonstrate their true understanding. Similarly, provocative or controversial content should be excluded to maintain a neutral and inclusive testing environment. A well-designed test should challenge students while remaining free from distractions or biases that could affect their performance.

Ensuring task interconnection is another vital principle in computer-based test development. When tasks are meaningfully connected, students can apply their knowledge in a coherent and structured manner, reinforcing their understanding of key concepts. This interconnection helps create a logical progression within the test, allowing students to build upon previous knowledge and apply it to new contexts. As a result, assessments become more effective in measuring students' overall comprehension and cognitive skills.

Following the principle of progressing from simple to complex is also essential in test design. By organizing questions in an ascending order of difficulty, students can gradually build their confidence as they move through the assessment. Starting with simpler questions allows students to ease into the test, reducing anxiety and providing a sense of accomplishment. As they progress to more complex tasks, they are better prepared to tackle higher-order thinking challenges. This structured approach enhances the overall testing experience, making it more engaging and effective.

In addition to these core principles, it is important to consider the broader impact of computer-based assessments on students' learning experiences. Well-designed electronic tests not only evaluate knowledge but also promote deeper learning by encouraging students to apply their skills in real-world scenarios. By incorporating a variety of question types, such as multiple-choice, fill-in-the-blank, and interactive simulations, educators can create dynamic assessments that cater to different learning styles and cognitive abilities.

Furthermore, technology offers opportunities to enhance assessment strategies through adaptive testing. Adaptive tests adjust the difficulty of questions based on students' responses, providing a more personalized evaluation of their abilities. This approach ensures that students are neither overwhelmed by excessively difficult

questions nor under-challenged by overly simple ones. By leveraging adaptive testing technologies, educators can create more precise and individualized assessments that better reflect students' true capabilities.

As educational technology continues to evolve, maintaining these principles will be crucial for developing high-quality electronic tests that meet the diverse needs of modern learning environments. By focusing on clarity, fairness, interconnection, and structured progression, educators can design assessments that not only measure knowledge effectively but also foster a positive and meaningful testing experience for students. In doing so, they contribute to the advancement of digital education, ensuring that assessments remain a valuable tool for learning and academic growth.