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## Knowledge test control of English for students of non-linguistic faculties

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**Abstract.** In this article, a study was conducted on the use of tests in English lessons. This research aimed to investigate modern ways in which tests were used to assess knowledge of English in non specialist faculties, and to identify productive methods for implementing the test tasks for students in higher education institutions. The methodology of this research was based on a theoretical analysis of scientific and methodological studies, systematisation of the findings of earlier sources, and the practical application of interactive methods of testing proposed by the British Council. It was established by the empirical methods that creative tasks help students to monitor and improve their skills. It was discovered by the observational methods that students completed tasks online using the material of the tests. As a result of the use of test tasks, the controlling, developmental, and corrective functions of tests were identified. By the method of pedagogical analysis, it was determined that accessibility, systematicity, simplicity, adequacy of assessment, and differentiation are the main principles of control. Following practice, accuracy, developed speaking skills, and language proficiency in English were identified as common estimation criteria for assessing students' foreign language competence. By the method of diagnostic activity, there were detected the aspects of knowledge control: the degree of mastery of English topics, the acquisition of lexical and grammatical minimums, the ability to apply knowledge, and the use of additional literature. and logical speaking. The practical value of the research lies in the students' ability to identify and correct errors quickly, check results, and independently improve their skills; in motivating future specialists to study English; and in providing useful insights for foreign language lecturers to test students' knowledge in non-specialist faculties

**Keywords:** aspects of knowledge assessment; types of tests; criteria for test evaluation; principles governing knowledge assessment; functions of tests

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## INTRODUCTION

An analysis of research in the field of test use in the English language has shown that tests are an important structural component of learning. Testing has become the main method for assessing students' knowledge. When conducting an assessment, it is necessary to take into account the specific characteristics of a foreign language as a discipline of general or professional orientation. As pointed out by O. Prykhodko & I. Yakushenko (2020), control was promoted to systematise knowledge of students. Different types of control helped the lecturers to identify the depth of topic comprehension and prevent potential language

mistakes of students. The peculiarities of test-based assessment include the intensification of the educational process and the determination of the level of students' knowledge. A review of educational research showed that, in the existing conditions of study, distance assessment of students' knowledge is the most widely used approach. As O. Ilyina (2022) argued, distance assessment of knowledge requires a high level of learner organisation. However, online testing often lacks reliability and objectivity because of students' academic dishonesty. Students may use ready-made materials to improve their formal grades. The researcher



believes that the lack of clear criteria for knowledge assessment in distance learning reduced the effectiveness of full control. O.A. Hrolenko & E.B. Bondarenko (2024) distinguish two approaches to assessing students' knowledge. The first approach includes the formal recording of students' participation in distance learning activities.

The second approach involved the assessment of a student's foreign language competence. The researchers concluded that the proposed approaches were non-objective in reflecting the development of knowledge, skills, and competences of future specialists. The scholars suggested assessing the knowledge of students with the help of adaptive testing. The role of this type of assessment was to modify standard test tasks. It was necessary to take into account test complexity and the competence level of future specialists. The educators indicated that adaptive testing required clearly defined criteria for assessing students' knowledge and time constraints on testing. O. Bilyakovska (2022) defined a test as a system of tasks that can be used at different stages of learning. The scholar regarded testing as a pedagogical technology. It was considered an effective method for assessing the quality of knowledge of future specialists. Tests were distinguished from other forms of assessment by detailed content planning. They are standardised, static, and characterised by special grading procedures and accuracy of measurement. The effectiveness of test control depended on the conditions of its organisation and compliance with methodological requirements. Scholars identified several advantages of distance testing of students' knowledge, including task standardisation, the use of computer technologies for rapid verification of large volumes of responses, the ability to diagnose the quality of knowledge, application of various forms of assessment, quick evaluation, and feedback through commentary on assessment results. Educators have also identified the disadvantages of test-based assessment, such as the possibility of guessing answers, the inability to account for individual characteristics of students, the limited scope for creative responses, difficulties in developing multiple test variants, and the lack of assessment of speaking skills.

O. Gulich (2022) proposed methods to mitigate the disadvantages of distance assessment, including the use of diverse teaching formats, the introduction of innovative methods, and the modernisation of approaches to foreign language learning. In conditions of distance learning, test-based assessment is primarily used to evaluate students' grammatical skills. L. Lazarenko (2021) emphasised that the testing process enables the identification of topics that are poorly understood or misunderstood by students. The scholar also highlighted the need for both written and oral assessment of students' grammatical competence. Depending on the objectives of the test, the lecturer conducted an assessment of knowledge individually or in groups. The pedagogical principles of conducting online testing were also substantiated. The scholar also provided sample test tasks for assessing students' knowledge. E.V. Stryha (2024) released the requirements for grammatical knowledge

and skills of students. It was also emphasised that testing should be conducted in accordance with didactic principles. The scholar offered examples of test tasks of different types and levels for assessing the grammatical knowledge of future specialists.

The analysis of the research has revealed several issues associated with the use of tests. The first issue is the ambiguity in interpreting the principles of assessing students' knowledge. The second concerns the variety of criteria used to evaluate students' skills through testing. A further contentious issue is the effectiveness of using test tasks. It paid little attention to the assessment of the lexical knowledge of students and to the evaluation of creative approaches to task completion. In connection with the identified problems, this research aimed to analyse the existing methods of controlling students' assessing with the help of tests, to identify effective ways of using tests in nonspecialist faculties, to determine the principles of knowledge assessment, to establish criteria for evaluating students' foreign language skills, and to identify key aspects of knowledge assessment with the help of the tests.

## MATERIALS AND METHODS

The following methods were used in the research: theoretical analysis, systematisation, empirical analysis, survey methods, observation, diagnostic procedures, and analysis of practical activities. This combination of methods provided a comprehensive justification for the research problem and confirmed the validity of the obtained results. The empirical part of the research was conducted on the basis of higher education institutions in Ukraine. The study involved students enrolled in compulsory English language courses in non-linguistic specialities. The research was carried out at two higher education institutions, which ensured the diversity of the sample and increased the reliability of the results. Participants were recruited through institutional communication channels. Students were informed about the study by their English language teachers during online classes, as well as through official group chats in Viber and Telegram. Participation in the research was voluntary. Prior to the study, students were provided with information about the research objectives, procedures, and use of results. Only those who gave informed consent were included in the sample. The empirical study was conducted over one academic semester, from September 2024 to January 2025, which allowed observation of the dynamics of students' learning outcomes and attitudes towards testing under distance learning conditions.

The survey was conducted among groups of students studying English as a general discipline. It included the following questions: Which forms of assessment were most appropriate in conditions of distance learning? Which types of tests were considered optimal for the assessment of knowledge? What knowledge and skills can be assessed through testing? Which tasks were most engaging during lessons? Which tasks were most engaging for homework and self-study? Responses were provided

in free form. Data were collected via Viber and Telegram as interactive platforms, and Zoom as a communication platform. The mode of interaction included both synchronous and asynchronous formats. Students' individual attitudes towards testing as a form of assessment were also taken into account. Pedagogical observation was carried out over one semester in the selected groups. Group A was designated as the experimental, consisting of 46 students from the following specialities: 051 – Economics, 121 – Software Engineering, 014.09 – Computer Science, 022 – Design, 225 – Medical and Psychological Rehabilitation, 017 – Physical Culture and Sport. Group B served as the control group, consisting of 42 students from the following specialities: 053 – Psychology, 061 – Journalism, 081 – Law. The total number of participants was 88. The experimental group was taught using the author's methodology, which incorporated systematically designed test-based activities integrated into the learning process. The control group was taught using traditional methods, relying on standard forms of assessment without extended use of testing.

At the final stage of the study, a follow-up test and a repeated survey of the students were conducted. These methods of assessment enabled comparison of learning outcomes between the two groups. The assessment tools included language tests, achievement tests, and creative tasks (dialogues and short narratives). Students were given clear instructions for completing the tasks. Written responses were expected to contain approximately 10-15 sentences, while dialogues were required to include 6-8 lines per participant. These standardised instructions ensured the comparability of results and served as a basis for evaluating student performance. Methods of data collection and analysis included the processing of survey data, pedagogical observation, thematic analysis, and comparative statistical analysis. The testing was conducted in conditions of distance learning, in an online format. During regular learning activities, no strict time limits were imposed, and students were allowed to use additional sources. However, during control tests, students completed tasks within a fixed time frame and were not allowed to use external resources, which ensured the objectivity of the knowledge assessment.

During the experiment, students' rights were respected. Participation was voluntary, and students' confidentiality was maintained upon request. During work with students, ethical standards were observed according to Article 42 of the Law of Ukraine No. 2145-VIII (2017), as well as internationally recognised ethical principles, including those of the World Medical Association (2013). These documents emphasise voluntary participation, informed consent, confidentiality, and the protection of participants from potential harm.

In the process of the experimental study, students' language skills were monitored. Assessment of lexical skills on the topic "House. Flat" was conducted using the test Bedrooms (n.d.). The controlling function of the test was

demonstrated through the following tasks: labelling pictures, arranging words in alphabetical order, writing words from dictation, selecting one correct answer from three options, identifying correct or incorrect statements, grouping words by topic, and choosing the correct plural noun's form. The aim of the exercises was to support students in mastering the topic. The criterion of accuracy helped to monitor students' level of knowledge.

Test example 1 (Bedrooms, n.d.): Vocabulary A1-A2: Bedrooms – Grouping.

Task: Put the words in the groups.

Words: sheet, pillow, duvet, wardrobe, chest of drawers, bedside table, blanket.

Groups: 1. Things that go on a bed. 2. Furniture.

Lexical skills assessment on the topic "Travelling" was carried out with the test Air travel (n.d.). The developing function of the test was aimed at improving speaking skills. The attention of students was focused on specialised vocabulary related to air travel. The criterion of productivity was applied in solving a situational task, where students needed to choose appropriate terms. The creativity criterion was reflected in identifying novel solutions to the proposed situation, requiring respondents to add original information to their answers.

On the topic "Travelling", reading skills were also assessed. The aim of the assessment was to improve these skills. The interpretation criterion was applied in evaluating students' reading comprehension. Students completed the test, A travel guide (n.d.). Respondents performed various tasks, such as selecting the correct answer from multiple options, arranging sentences in chronological order, matching geographical names with their definitions, combining sentence beginnings and endings, and completing sentences. Pre-reading activities were often challenging for students. On some platforms, these exercises were referred to as "Preparation". Students were advised to read the text and translate it into their native language. Subsequently, unfamiliar words were identified and recorded in notebooks with their translation. If the words were difficult to pronounce, students wrote phonetic transcriptions too. After completing preparatory activities, students proceeded to pre-reading exercises. Students' attention was paid to the final tasks in the tests, referred to as "Discussion". By discussing the plot of the text and expressing their opinion, students were trained to read texts carefully. Future specialists also developed speaking literacy. Students were allowed to use words and phrases from the text in their answers and to incorporate information from other sources. They were also encouraged to add original content to their responses, in which case they could receive a higher mark. Thus, the controlling function of the complete test also served the purpose of improving language skills and competences.

Test example 2 (A travel guide, n.d.). Reading B1: A travel guide – 2.

Task: Are the sentences true or false? Indicate your answers in Table 1 using a plus sign.

**Table 1.** Analysis of the results of respondents' psychological

Statements	True	False
1. One night is enough time to see Bangkok.		
2. Khao San Road is an authentic Thai area of the city.		
3. Phra Kanong is further away from the main tourist sites than Khao San Road is.		
4. The river boat taxis often get stuck in traffic too.		
5. Taking the Skytrain is a faster way to see the city than going by taxi.		
6. You need to choose where to eat carefully, as not everywhere is good.		

**Source:** compiled by the author based on A travel guide (n.d.)

Grammar skills assessment on the topic "Present Simple" was conducted using the test Present Simple (n.d.). The purpose of this assessment was to systematise and consolidate the learned material, correct errors, and develop students' self-monitoring skills. The accuracy criterion was used to monitor students' ability to apply grammatical rules. The criterion of automatisisation has shown the extent to which grammatical skills were internalised. The reflexivity criterion referred to students' ability to explain rules independently. For assessing grammatical skills, the lecturer selected topics included in the curriculum. Students commented on the peculiarities of the verbs' usage and could revise the rules presented on the same platform. Grammatical tests supported the consolidation of learned material.

Test example 3 (Present Simple, n.d.): Grammar A1-A2: Present Simple – 2.

Task: Complete the sentences with the Present Simple form of the verb in brackets.

1. What time \_\_\_ he \_\_\_ work? (START)
2. We \_\_\_ to the same place on holiday every year. (GO)
3. My sister \_\_\_ chocolate. (NOT LIKE)
4. \_\_\_ they \_\_\_ a lot of sport? (DO)
5. I \_\_\_ meals very often. (NOT COOK)
6. Why \_\_\_ cats \_\_\_ all the time? (SLEEP)

7. He \_\_\_ to different countries for work. (FLY)

8. \_\_\_ you \_\_\_ this question? (UNDERSTAND)

Assessment of grammatical skills on the topic "Modal verbs" was carried out with the test Modals: permission and obligation (n.d.). Students learned to recognise different modal verbs. The developmental function aimed to improve the use of modal verbs in speech. During assessment, the criteria of accuracy, meaning, and range were used. Students learned to use modal verbs in correct forms and to construct negative and interrogative sentences accurately (accuracy). Future specialists tried to differentiate various meanings of modal verbs (meaning) and expanded their ability to use basic forms and equivalents of modal verbs (range).

Writing skills assessment was carried out using the test, An online discussion forum (n.d.). The purpose of this assessment was to enhance communicative competence. The criterion of interaction was applied to evaluate students' ability to communicate in an online environment, while the criterion of range was used to assess lexical and grammatical proficiency. Students were provided with special materials for discussion, which supported effective communication in online chats and forums. The assessment of acquired knowledge was carried out in test form.

Test example 4. Listening B2: A design presentation – 2.

Task: Match the useful phrases with the tips (Table 2).

**Table 2.** Matching phrases with the appropriate tips

Phrases	Tips
1. I'd now like to tell you about...	a) Refer to the audience's knowledge
2. As you know...	b) Refer to what images you are showing
3. Do you have any questions?	c) Tell them the structure of your presentation
4. I'd like to talk you through the following (three) points.	d) Use signal words to help them follow you
5. Firstly, ... / Next, ...	e) Tell them when you're moving on
6. In summary,...	f) Show them when you're near the end
7. As you can see ..., / You'll notice that...	g) Tell them the main points one last time
8. Finally, I'm going to talk you about...	h) Open up the discussion

**Source:** compiled by the author based on A design presentation (n.d.)

These tasks were aimed at independent work, as future specialists demonstrate different modes of perception and levels of information processing. The criteria of accuracy, depth of interpretation, and summation were applied. Students demonstrated the ability to recall details and facts (accuracy), to distinguish between factual information and the author's perspective (depth of interpretation). It was checked the capacity to summarise audio or video content

concisely (summarisation). If students were characterised with a similar level of skills, the lecturer could provide targeted materials. Tasks were selected in accordance with the group's proficiency level and were typically used for the final assessment. All exercises presented on the platform must be completed in the specified order. While watching videos, students may enable subtitles. If a video does not include subtitles, students may watch the video while

simultaneously reading the accompanying text. Students are advised to focus on the questions for discussion.

The tests revealed lexical, grammatical, and syntactic errors in online communication. Mistakes were often made due to students' haste and inattention. For the purpose of correction, methods of self-assessment and peer assessment of written work were used. Students' errors could be corrected independently through careful analysis of their work. Respondents' assessment of speaking (Talking about personal interests, n.d.) and listening (A design presentation, n.d.) skills was carried out according to students' choice, taking into account their level of foreign language proficiency.

In practice, students completed various types of tests. As demonstrated by the examples, the tasks were designed to improve lexical and grammatical skills, with particular emphasis on developing reading and listening skills. The classification of tests into controlling, developmental, and corrective functions was based on a complex approach to testing as a tool for learning and assessment. The theoretical rationale for this classification lies in stimulating students' learning activity, providing feedback, and facilitating error correction during distance learning.

## RESULTS AND DISCUSSION

The survey data indicated that students considered testing to be the most appropriate form of assessment in conditions of distance learning. Most respondents believed that recognition tests were optimal. Tests of this type are based on selecting one correct answer from three or four alternatives. Students tended to perceive tasks requiring open-ended responses as complete and comprehensive, but approached them with reluctance due to fear of making mistakes. Future specialists believed that tests can be used to assess knowledge within a particular subject area. In class, students preferred exercises aimed at improving grammatical skills. The guiding framework was the proposed

model. The learning mechanism involved repeating sentence structures and the automatic application of grammatical rules. The exercises performed a corrective function. Respondents also liked searching for additional literature to complete their answers. The resources used were the internet-based materials. The learning mechanism included the development of analytical skills in working with sources. These exercises fulfilled a developmental function. Creative tasks were also of interest to students. They particularly engaged in writing short stories. Respondents were provided with lexical and grammatical models as support. The writing process involved selfassessment of grammar and subsequent sharing of texts. The mechanism of feedback within the group demonstrated the communicative effectiveness of the stories, indicating that the developmental function of this activity was effective.

Creative tasks, such as preparing dialogues of the students' choice for homework and independent study, were also of interest. The choice was a preference for one general topic for everyday communication, along with three to four more specific subtopics. Students had dialogue examples, thematic vocabulary, and key phrases as support. The learning process included defining communicative roles and objectives, exchanging opinions, and presenting dialogues in pairs. These exercises also served a developmental function. The survey data allowed the lecturer to implement interactive tests in the experimental group. These tests were intended for knowledge monitoring and self-assessment. The materials used included tests proposed by the British Council for learning English. The test execution process involved selecting the correct answer, entering responses, recording results, and calculating total scores. Interactive tests performed a controlling function. A comparison of students' learning outcomes is presented in Table 3, including both percentages and the number of respondents in the experimental and control groups.

**Table 3.** Comparative overview of students' level of knowledge before the experiment

Level	Experimental group A, % (46 students)	Control group B, % (42 students)
excellent	19.56% (9)	9.52% (4)
good	34.78% (16)	38.10% (16)
satisfactory	36.96% (17)	42.86% (18)
unsatisfactory	8.7% (4)	9.52% (4)

**Source:** compiled by the author

The comprehensive tests revealed errors in the students' written responses in the control group. Three types of errors were identified: orthographic, grammatical, and lexical. The orthographic errors included omissions of letters and substitutions influenced by native-language phonetics. Examples of omissions (highlighted letters) include: 1) silent "e" – lake, fine, stare, tire; and diphthongs – clean, head, break. Examples of substitution include: 1) character – in answers were written "k" or "h"; 2) use of terminology: stomach, ache, psychiatrist – in answers were "c" or "k", physician – "f". During corrective practice, students were referred to a dictionary with phonetic transcription.

They also completed training tests focusing on the differences between pronunciation and spelling of similar words. In the written responses of the experimental group, no orthographic errors were identified.

Students in the control group also demonstrated weaker grammatical knowledge. Students of the experimental group made grammatical errors less frequently. The main types of grammatical errors included: 1) incorrect use of plural form (table – tables), 2) incorrect spelling of nouns – irregular plurals (man – men), 3) incorrect use of the third person singular (I look – he looks), 4) inappropriate use of articles before proper nouns (the

Times), and in the formation of superlative forms of adjectives and adverbs (the biggest, the best). In the process of correction, students constructed sentences using words that contained errors. The group collectively reviewed rules of forming plurals of nouns, usage of the third person singular, and the formation of comparative and superlative forms of adjectives and adverbs. After that, students completed online grammar tests with the function of self-assessment. All errors were analysed during lessons. Statistical analysis of mistakes in written answers had shown that 12 students in the control group made similar orthographic and grammatical errors, accounting for approximately 30% of participants.

Lexical errors were identified in both groups. The first type involved incorrect use of synonyms (to propose – to offer – to suggest). The second type concerned incorrect use of polysemous words (round: round the door, round face; second: three seconds, second class). The third type involved conversion (good – goods; a book – to book; blue – to blue). The fourth type included confusion between related words (new – newly – news – newspaper). With the aim of correction, students used vocabulary in different contexts. To strengthen vocabulary skills, students produced short oral narratives and dialogues in pairs based on the proposed topics, using the vocabulary provided in the test. In addition, respondents completed interactive tests with the ability to self-assess. Comparative and statistical analysis of responses in both groups showed that different formats of tests were more engaging for students in the experimental group. Respondents showed a preference for comprehensive tests. Twenty-one students (approximately 45%) demonstrated the ability to analyse errors and explain complex English rules to their peers.

In their responses, students often attempted to use machine translation tools. In conditions of distance learning, it was difficult to determine whether responses were

original or copied. Therefore, students were required to indicate the sources they had used when searching for additional information. Alternatively, responses could be based on materials provided by the lecturer, in which case students produced answers more independently.

Assessment of speaking and listening skills was conducted in the form of a narrative task. Students were required to use vocabulary from the video or audio materials in their responses. Both activities involved active viewing and listening, with writing remarks, attention to complex details, and completion of targeted exercises to ensure full understanding. For English language learning, the British Council recommends audio and video plots as supporting resources. The learning mechanism involves focused attention and integration of information. Video and audio materials served as a developmental function. Future specialists used grammatical structures drawn from the studied materials as additional support. Students also prepare dialogues in pairs if they wish, provided that the phrases correspond to the topic of the lesson. They were counted and assessed only when these conditions were met. Oral and written responses were assessed by the following criteria: accuracy of sentences, responses' completeness, relevance, and logical coherence.

The test's developmental function was to improve reading and speaking skills, as well as the ability to analyse and understand authentic texts. The test helped to identify common errors when working with texts. Not all students checked the dictionary when encountering new vocabulary, which led to spelling errors in their usage. The corrective function errors in their usage of new words, practising pronunciation of unfamiliar vocabulary. It also helped to get rid of grammatical errors in constructing negative and interrogative sentences. A comparison of students' achievements after the experiment is presented in Table 4. It was shown both as percentages and absolute numbers.

**Table 4.** Comparative overview of students' level of knowledge after the experiment

Level	Experimental group A, % (46 students)	Control group B, % (42 students)
excellent	30.43% (14)	9.52% (4)
good	43.48% (20)	52.38% (22)
satisfactory	26.09% (12)	38.10% (16)
unsatisfactory	0% (0)	0% (0)

**Source:** compiled by the author

In the process of the practical use of test-based assessment, it was found that tests remain a widely used form of knowledge assessment. It is considered that the test-based assessment is an effective method for improving students' knowledge. In the opinion of Y. Kolesnichenko (2026), tests helped to develop the cognitive interest of students. Y. Fabrychna (2021) also confirmed the effectiveness of tests in teaching; however, the scholar identified a significant limitation, namely that assessment is predominantly conducted in written form. Among the advantages of testing, the researcher highlighted diversity, the possibility for self-assessment, and peer assessment. Different types

of tests used by T.V. Savarin & M.Ya. Kichula (2023) at all stages of the educational process. According to these authors, the main advantages of testing include efficiency, availability of feedback, and stimulation of learning activity. The alternation of oral and written assessments enhances the learning process. Students were assessed individually, in pairs, or in groups, depending on the language skills being evaluated. S. Tsymbal & N. Yaremenko (2021) confirmed that the effectiveness of assessment increases through the forms' alternation. Pedagogues noted that oral assessment gave the opportunity to estimate the correctness and completeness of the answer, as well as the

identification of pronunciation errors. Students were allowed to correct mistakes independently. An important advantage of oral assessment is the provision of immediate feedback between student and teacher.

Lexical skills assessment helped to identify topics that were more engaging for communication. The results of the assessment showed which words caused spelling mistakes and what challenges students had when learning new vocabulary. According to I.Yu. Kulikova (2021), video materials allow students to observe authentic everyday situations. For the purpose of better memorisation, the lecturer proposed to students thematic vocabulary and lists of key phrases for communication. O. Ryzhchenko (2023) focused on the integrated usage of tasks for understanding and practising professional terminology. The scholar considered tests as training exercises with different functions and provided examples of test task implementation. In the process of assessment, the lecturer checked grammatical skills, lexical skills, and abilities of professional reading. Reading skills were analysed less extensively than other skills, although the use of authentic texts was considered essential for assessment. V. Denysenko (2023) also argued that authentic texts should be applied in comprehensive testing. Such texts are useful for activating and assessing grammatical and lexical skills. From the pedagogue's view, it was a productive way to combine oral and written assessment in the process of developing reading skills. A. Kotkovets (2021) recommended the use of non-communicative and conditionally communicative tests for assessing reading and listening skills. According to the author's study, applying different types of tests increased the objectivity of assessing students' skills. In the process of the practical application of test tasks, three main functions of tests were identified: controlling, developmental, and corrective. T. Valiiova (2022) concentrated on core subject-specific terminology and characterised educational and diagnostic functions. S. Nykyporets *et al.* (2022) indicated the main functions of tests as developmental, educational, controlling, and diagnostic. The principles of students' knowledge assessment were also defined. The main principles were accessibility, systematicity, simplicity, adequacy of assessment, and differentiation. Scholars argue that these criteria are most effectively applied across different types of assessment. In this study, general assessment criteria are also established. Important criteria of estimation were such as lexical and grammatical accuracy, the development of oral and written communication skills, and the appropriate use of language resources in English communication. Y. Fabrychna (2024) confirmed the importance of these criteria and provided examples of test tasks and creative assignments aligned with them. The scholar used tests as training tools, which contributed to the development of students' ability to translate professional texts, while also facilitating the assessment of vocabulary skills. Based on these criteria, Y. Kolesnichenko (2026) applied different types of tests and emphasised the need to select tests according to the level of students'

foreign language competence. The scholar also proposed assessing the development of communicative competencies. The scientist considered that language skills and abilities were a necessary component of the allocated competencies. Test-based assessment of knowledge includes five key aspects. The first is the degree of adoption of the topics of the discipline "Foreign language". The second is the degree of acquisition of lexical and grammatical minimums. The third aspect concerns the ability to apply knowledge when completing various types of test tasks. The fourth reflects the usage of additional sources when performing creative tasks. The fifth involves logical and coherent speaking when presenting the creative tasks. Y. Kholmakova *et al.* (2021) described in detail the methodology of lessons with students according to these aspects. The authors considered the productivity of aspects in conditions of distance learning. According to the authors, online resources are flexible and interactive, enabling timely monitoring of students' understanding of learning materials. L. Lysenko (2025) confirmed that the main distinctive peculiarity of online tests is interactivity, the ability to check answers rapidly, and correct errors efficiently. N.V. Kuzmenko (2026) added that their standardised nature, online tests have interactive peculiarities and can be used to develop students' communicative skills.

As a result of the discussion, it was observed that tests are a widely used and effective method for assessing students' knowledge. It was determined that, under distance learning conditions, the most effective use of tests involves the application of different types of exercises, their integrated use, and the adaptation of tasks to different student proficiency levels. Tests helped future specialists improve their knowledge, supported learning, and facilitated the correction of language errors. Through test tasks, students were able to select more engaging topics for study. Future specialists showed interest in searching for additional information while preparing homework and independent assignments. Competence in professional terminology was also enhanced. It was considered that watching videos with further testing is an interactive method not only for assessing comprehension of students but also for developing cognitive competence and communicative skills. Online tests were used for both the development and assessment of various language skills. The effectiveness of developing these skills depends on the principles of knowledge assessment. Tasks had developmental, controlling, and corrective functions. The objective assessment of students' knowledge depends on clearly defined criteria and assessment aspects. The advantages of tests were quick feedback and interactivity, while the disadvantages include limitations in assessing reading and listening skills, a lack of oral assessment, and the difficulty of verifying the authenticity of students' responses. These limitations can be addressed by combining written and oral assessments, varying types of student activity in the lessons and during independent study, and providing opportunities for self-assessment and peer assessment.

## CONCLUSIONS

It was confirmed in the research that test-based assessment is an effective method for monitoring students' knowledge of English. In practical application, lexical and grammatical skills were assessed, as well as listening, reading, speaking, and writing skills. Thus, the use of complex interactive tests in English language learning indicated a significant improvement in students' knowledge. Depending on the function of the test – controlling, developmental, or corrective – gaps in students' knowledge were identified. Students developed skills in self-assessment and peer assessment. Knowledge assessment was based on such principles as systematicity, simplicity, accessibility, adequacy of assessment, and differentiation. The assessment of knowledge, skills, and competences of students in the control group showed that respondents tended to complete standard tasks. Many students were unable to analyse their own errors. Approximately 30% (12 students) of students in the control group made the same orthographic and grammatical errors. These respondents preferred written reproductive exercises and tasks based on fixed models. Students in the control group used a limited vocabulary when attempting creative tasks. Future specialists were not consistently motivated to complete tasks successfully. Students in the experimental group demonstrated greater interest

in completing diverse types of tests, particularly comprehensive tests. About 45% (21 students) in the experimental group were able to analyse errors and explain complex rules to their peers. Respondents successfully completed both oral and written tasks. When performing creative tasks, students actively used online resources. The results of their work were presented in the form of stories and dialogues. Motivation to learn English was high. An analysis of Ukrainian studies showed that tests are widely used for assessing lexical and grammatical skills. Researchers also use video materials and various types of exercises to develop the students' professional foreign language competence. However, relatively little attention has been paid to the assessment of speaking and listening skills. In this regard, further research should focus on the peculiarities of assessing these skills.

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<https://orcid.org/0000-0003-3957-0257>**Тестовий контроль знань із англійської мови студентів немовних факультетів**

**Анотація.** У статті розглянуто засоби використання тестів на заняттях із англійської мови. Метою роботи було дослідити сучасні форми тестового контролю знань майбутніх спеціалістів у закладах вищої освіти, виявити дієві засоби впровадження тестів у навчальний процес на нелінгвістичних факультетах вищих навчальних закладів. Методологія даного дослідження базувалася на теоретичному аналізі наукових і методичних досліджень, систематизації результатів попередніх розвідок та на практичному використанні інтерактивних методів тестування, рекомендованих Британською Радою для вдосконалення знань із англійської мови. Емпіричним методом встановлено, що творчі завдання допомагали контролювати та покращувати навички студентів у їхньому іншомовному говорінні. Методом спостереження виявлено, що студенти виконували пропонувані завдання та вивчали правила спілкування онлайн за матеріалами тестів. В результаті використання тестових завдань відзначено загальні функції тестів: контролюючу, розвивальну та коригувальну. Методом педагогічного аналізу визначено доступність, системність, посиленість, адекватність оцінювання, диференційованість як головні принципи у контролі знань студентів. В результаті практичної діяльності автора дослідження виокремлено основні критерії оцінювання іншомовних навичок студентів: лексична і граматична грамотність, сформованість навичок усного та писемного мовлення, використання мовних засобів у спілкуванні англійською мовою. Методом діагностичної діяльності виявлено наступні аспекти контролю знань за допомогою тестів: ступінь засвоєння студентами розмовних тем дисципліни «Іноземна мова», ступінь володіння лексико-граматичним мінімумом, вміння застосовувати засвоєні знання при опрацюванні тестових завдань різних типів, вміння користуватися додатковою літературою для виконання творчих завдань, логічність висловлювання при презентації творчого завдання. Практична цінність дослідження полягала у можливості студентів бачити власні проблеми у вивченні англійської мови, самостійно перевіряти результати, швидко коректувати помилки, а також у мотивації майбутніх спеціалістів покращити власні мовні навички; результати дослідження можуть бути корисними викладачам іноземної мови для перевірки знань студентів на немовних факультетах

**Ключові слова:** аспекти контролю знань; види тестів; критерії оцінювання тестів; принципи, що регулюють оцінювання знань; функції тестів