

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СУМСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
ТА СОЦІАЛЬНИХ КОМУНІКАЦІЙ**



СОЦІАЛЬНО-ГУМАНІТАРНІ АСПЕКТИ РОЗВИТКУ СУЧАСНОГО СУСПІЛЬСТВА

**МАТЕРІАЛИ ВСЕУКРАЇНСЬКОЇ НАУКОВОЇ КОНФЕРЕНЦІЇ ВИКЛАДАЧІВ,
АСПІРАНТІВ, СПІВРОБІТНИКІВ ТА СТУДЕНТІВ**

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the practical value of game theory in economics and management is increasing in recent years. They are used as an opportunity to implement the most rational choice under conditions of alternatives to make informed decisions about whether to use the existing strategies for the analysis of strategic issues.

COOPERATIVE LEARNING IS A GATEWAY TO FACILITATE ALTERNATIVE ASSESSMENT

I.A.Bashlak, *a senior teacher of foreign
languages department*

Alternative assessment is extremely useful in gathering evidence concerning the way learners approach, process, and complete real life tasks in the target language.

Different tags such as *performance, authentic, informal, and situated*, have been used to describe alternative assessment. Despite the different tags, what is common among these types of assessment is that they have nothing to do the traditional testing criteria of objectivity, machine scorability, standardization, or cost effectiveness.

Alternative assessment uses a wide variety of formats, such as checklists, journals, reading logs, portfolios, videos of role-plays, audio-tapes of discussions, self-evaluation questionnaires, teacher observations, and anecdotal records to assess the performance of students. These formats show what the students can actually do rather than what they are able to recall. Alternative assessment reflects the curriculum being taught and provides information on the strong and weak points of each student. Furthermore, it provides a great number of ways to determine the progress of students and can be more culturally sensitive and free of the linguistic and cultural biases typical of traditional testing .

Alternative assessment is closely connected with classroom instruction. It does not require a separate block of time to be administered because it is based on day-to-day instructional activities., Ultimately alternative assessment provides valid and reliable documentation of students' achievement and progress. This is because it utilizes various

procedures and formats that provide multiple sources of evidence based on students' products and performance tasks. But educators practicing this way of assessment should remember that there are a number of issues to be considered when doing alternative assessment. These issues have many facets and need to be integrated properly into an ongoing instructional program. They range from the purpose, focus, and setting to the stakes and shareholders of assessment. According to David W. Johnson, a social psychologist the purposes of assessment can be diagnostic, formative, or summative, whereas the focus can be the process of learning, the process of instruction, or the outcomes of learning and instruction. Likewise, the environment can be artificial (classroom) or authentic (real world) and the stakes can be low or high, depending upon whether the purposes of assessment are to determine, for example, the students' instructional needs (formative) or their admission to college (summative). Finally, those who assess can be students and parents, the teaching staff, the administrators, colleges, and even potential employers.

The issues involved in assessment become even more multifarious when we analyze the question of what is being assessed and evaluated. For instance, it's crucial for teachers to measure students' academic abilities, skills, and competencies as well as their attitudes and work habits.

Consequently assessment procedures are likely to be integrated into instructional program while conducting alternative assessment. These procedures will enable teachers to gather and interpret valid and reliable evidence regarding the progress of their students in the cognitive and non-cognitive domains of schooling.

Cooperative learning can be used to facilitate alternative assessment in the foreign language classroom. Cooperative learning is an instructional strategy based on a group work to structure classroom interaction. It promotes positive interdependence, individual accountability, face-to-face interaction, interpersonal skills, and group processing as means to achieving individual and group goals.

References:

1 Cooperative Learning: Improving University Instruction By Basing Practice On Validated Theory David W. Johnson, Roger T. Johnson, and Karl A. Smith University of Minnesota 60 Peik Hall 159 Pillsbury Drive, S.E. Minneapolis, Minnesota 55455

2. D. Boud, R. Cohen, and J. Sampson, "Peer learning and assessment," *Assessment and Evaluation in Higher Education*, vol. 24, no. 4, pp. 413–426, 1999

SAFETY OF STUDENTS DOING PARKOUR

Boiko A., *group F- 41*

(*Sumy State University*),

Gladchenko O.R, *EL Adviser*

(*Sumy State University*)

In recent times parkour as a kind of physical fitness has become more and more popular among youth. Parkour is not a sport that involves competition and desire to defeat the opponent. The ideology of parkour denies these principles. The main objective of the tracers (people practicing parkour) is to be able to calculate their strength and reach the desired point in space using only their body easily, naturally, organically, freely and quickly. The main idea of parkour is expressed by David Belle, the founder of this sport, the principle of "no limits, only obstacles" and all obstacles can be overcome. For tracers, daily obstacles are trees, walls, roofs, parapets and railings. In this sport the main helpers include the speed of reaction, ability to assess the situation and realization of capabilities in seconds. The quantity of fans of parkour grows every year. The huge popularity of parkour has gained among young people and adolescents. For them, parkour is a way to realize themselves, to express themselves and show themselves to others, but parkour is a potentially hazardous physical activity, so safety is one of the most important components of health of tracers. In order to minimize the risk of life you must follow these recommendations:

— Don't do parkour, if you have medical contraindications of exercise, as well as heart disease, injuries that limit the mobility of joints, spinal disease, diabetes, etc.