

## ASSESSMENT OF KNOWLEDGE IN MODERN CONDITIONS

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Modern conditions put forward new requirements for the training of a specialist, among which the most important are the readiness for effective professional activity, possession of professional skills, the ability to use the gained knowledge in solving practical problems. Knowledge of foreign languages is not only an integral part of the professional training of specialists in the field of international law. It also contributes to the formation of a multicultural multilingual person who is able to use a foreign language as a means of communication in various spheres of social and professional activities in the context of intercultural communication and interaction [1, p. 143].

The academic discipline “Foreign language (first)” is one of special disciplines, the main goal of which is to master the English language as a means of communication in various spheres of social and professional activities in the context of intercultural communication. In BIP, the control of knowledge in the discipline “foreign language (first) (English)” is conducted in the form of a differentiated credit or exam. These forms contain three assessment points:

1. Correct reading and translation of the text on one of the topics studied during the semester (students may use a dictionary). The volume of the text is 800 symbols. The maximum time provided for students to accomplish this task is 45 minutes.

2. Analysis of a newspaper article on one of the studied topics (with a dictionary). The volume of the article is 1500 symbols. The maximum time provided for students to accomplish this task is 15 minutes.

3. Prepared statement on one of the colloquial topics studied during the semester (15–20 sentences). A talk on the topic.

The fact that, despite the absence of systematic teaching of translation, the control of students' knowledge is carried out precisely through translation is both interesting and contradictory. Moreover, in the context of the rapid development of technologies and the widespread use of online learning, the task of teaching translation using a paper dictionary is becoming obsolete and inappropriate to modern requirements. For a long time, the entire professional community has made ample use of various services of online translation programs to cope with difficulties in perceiving information in a foreign language. Modern computer translation programs (PROMPT,

Google and others) are constantly being improved. Though, they still cannot solve the most difficult task of the translation process: choosing a contextually correct version. In this regard, the main task for the teachers of a foreign language at the present time should be the task to teach students how to edit, correct and adopt such a machine translation. Thus, nowadays the teacher must evaluate precisely the skill of analyzing the proposed machine version, student's understanding of the essence of the text itself and the craft of expressing this material clearly, comprehensively and without any semantic losses. This approach demands the development of the student's vocabulary, in particular, the language of the specialty and professional competence in this area, which should be assessed first of all.

At the same time, no matter how brilliantly a person speaks a foreign language, his memory cannot retain the meanings of all words. Therefore, at all stages of translation, it is important to use both paper and online dictionaries of various types: bilingual, multilingual, phraseological, dictionaries of synonyms and antonyms, terminological and others.

In the role of an editor of a machine translation, students should adhere to the following general guidelines for translation techniques:

1. Start translating only after having read the entire text.
2. Translate the title of the article at the very end of the translation, when you have a complete understanding of what is being discussed in this text.
3. The linguistic guess is appropriate, but it should be checked in the dictionary.
4. When the translation is over, it should be proofread and edited to ensure that it complies with the language norms of the language into which it is translated.

So, teachers in their professional activities should strive to focus on expanding the active and passive vocabulary of students, including professional terms; they are to pay attention to the study of the foreign language norms and grammar; they should teach students translation techniques and how to use dictionaries effectively. The solution of these problems will allow students to have a sufficiently high degree of linguistic competence, as well as an adequate level of knowledge of traditions, culture, history of the country, etc. In a word, students' professional preparedness and sufficient training may or may not cause problems during the process of translation.

Thus, modern conditions require modernization of both the forms of teaching and control of knowledge, where the editing of machine translation and interpretation from the screen (a sheet) will become the relevant forms of control of students' knowledge.

## References

1. Solovova E. N. Methodology for teaching foreign languages. Basic course of lectures / E. N. Solovov. – M. : Education, 2002. – 238 p.