

Осознанность – качество знаний, находящееся во взаимосвязи со всеми другими качествами знаний. На формирование осознанности влияют глубина, систематичность, системность, оперативность и гибкость. Последние два из них, в свою очередь, сами зависят от осознанности. Осознанность оказывает влияние на такие качества, как развернутость, свернутость, обобщенность, конкретность и прочность.

Прочность формируется при наличии следующих качеств: осознанность, оперативность, гибкость, системность, систематичность.

Все вышеизложенное показывает, что все связи между качествами знаний неравномерны. Для формирования определенных качеств необходимо наличие других, которые, в свою очередь, влияют на третьи или же формируются вместе с другими, в зависимости от уровня усвоения знаний. Знание этих связей помогает установить, какие качества менее сформированы, и указать те качества, которые необходимы для их формирования. Изучение этих связей помогает достижению полноценных знаний со всеми вышеперечисленными качествами.

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The TOEFL Exam as a Supplementary Source for Spreading American Studies

American Studies is a tremendous realm, the greatest value of which is the diversity of themes covered. The majority of colleges and universities across the world offer both undergraduate and postgraduate programs in American Studies, which seek to master the exhaustive information in all the areas mentioned. At the same time, American Studies pursues the development of

critical, creative and “diverse”¹ thinking by making connections and building bridges among all these multi-sided aspects of the American Studies experience, both past and present. The field provides stimulating opportunities that are crucial to professional work in any field, guaranteeing helpful skills to undergraduate and postgraduate students – skills which must be honed in order to do research, organize material, and communicate findings to others. American Studies programs have bestowed upon students various jobs in the public sector and government agencies, as well as a plethora of internships. The desire of many companies and corporations to use individuals with developed skills in the field of American Studies serves as an indicator that American Studies students have marketable skills and are successful career-makers. “As an interdisciplinary academic field both inside and outside the United States, American Studies is over half a century old. Nearly 300 universities and colleges in the United States offer B.A.s in American Studies, and about three dozen universities offer Ph.D.’s, among them Yale, Harvard, Notre Dame, and the Universities of Michigan, Massachusetts, Texas, Maryland, Kansas, Minnesota, Iowa, Hawaii, UC Santa Cruz, and so on. Formal programs in American Studies exist in such countries as England, Japan, India, Indonesia, Argentina, Brazil, Australia, Germany, France, Italy, Denmark, and Sweden. Several professional associations promote research and teaching in American Studies, including the 5,000-member American Studies Association, founded in 1951, the Canadian Association of American Studies, the European Association of American Studies, and the Asian Association of American Studies.”²

No other realm can boast such an exhibition of intellectual efforts penetrating into so many areas of knowledge as American Studies does: culture studies, sociology, political science, history, linguistics, society, literature and the Arts, economics, jurisprudence, religion, music, etc.

American Studies programs offer an abundant source of reference literature and corresponding Internet sites from which students can benefit by retrieving any information, even interactive multi-media. One of the principle values of these resources is their ability to spread, propagate and publicize everything about America and the American nation. Still, many considerable active American Studies resources that exist to teach about the United States and their people – influential teaching topics that need to be addressed, discussed and financed properly – are not even on the agenda of American Studies symposiums and conferences. The example addressed herein is the TOEFL Exam.

Currently, the TOEFL Exam can be regarded as not only a linguistic tool for teaching the English language, but also as a “treasury” of knowledge about the United States and its people. In fact, it performs the same basic function as American Studies does – it spreads knowledge about the US and its nation.

D. Phillips conducted research on the basis of the TOEFL kit (Longman Preparation Course for the TOEFL Test, 2003) to prove how helpful a TOEFL kit can be in publicizing information about the USA and its nation. The results showed that the two sections (Listening and Reading) of the TOEFL kit contain 142 themes which refer to different elements addressed by American Studies programs. In the course of one academic year in AUCA, a student may go through an average of three to four TOEFL kits. Thus, the number of themes covered by a student may increase from 426 to 568 (including supplementary materials), although that number might be diminished if a concrete theme presented in a TOEFL kit is extended.

Although the use American Studies material as the foundation in any TOEFL kit does not provide specialization within a certain program of American Studies, it greatly broadens students’ outlook. In addition, the impact of any information on its potential receivers can be

characterized not only by the final educational effect produced by this information, but also by its “range” function – how many people this information “embraces.” From this point of view, the TOEFL Exam is the leader, since every student will first have to prepare for the TOEFL Exam, and then take it, before being enrolled in a college or university.

The following is a composite table of all major American Studies themes discussed in one particular TOEFL kit³ (themes are listed in the order of appearance in the TOEFL kit):

THEMES			
Listening Comprehension (Part B and C)		Reading Comprehension	
University Life	9		
People's Communication	1	People's Communication	1
Environment and Its Protection	3		
Literature	3	Literature	6
Sociology	5	Geology	5
Geography	6	Geography	2
Holidays	1	Holidays	1
Arts (Music, Drama)	3	Arts (Music, Drama)	4
Health Care	1		
History	2	History	6
Space Research	2	Space Research	4
High Technologies	1		
Transportation	1	Transportation	3
Political Science	1		
Physics	1	Physics	2
		Astronomy	2
		Education	3
		Business and Economy	7
		Natural Disasters	4
		Medicine	6
		Psychology	2
		Anatomy	3
		Journalism	1
		Native Americans	3
		Archeology	2

	Presidents of America	5
	Tectonics	1
	National Minorities	1
	Flora and Fauna	5
	Games	1
	Law Making	2
	Religions	1
	Extinction of Birds and Animals	2
	World Exploration	1
	USA Government	1
	Food History and Habits	2
	Anthropology	1
	Biology	1
	Nature protection	2
	Construction Building	1
	Linguistics	2
	Oceanology	2
	Clothes	1
	Zoology	1
	Botany	1

As American Studies has expanded internationally, it has tended to increasingly explore American society, its past and present, within the broader comparative and contrastive frameworks of international studies. This development means that quite a number of programs now include courses and concentrations on the Americas, including the study of Canada, Mexico, the Caribbean, and Central and South America. This trend can also be traced in the development of TOEFL material – one can sometimes come across topics in some TOEFL kits connected, for instance, to learning about the earth rather than referring to America and American people, but they are not numerous. In addition, most of the information that covers topics other than America and American people is dedicated only to Canada or Mexico – those countries bordering America. The percentage of such information in most TOEFL kits is three to five percent. Thus, teaching TOEFL becomes even more valuable in the limelight of learning more about the environment the students of the TOEFL exam live in.

It is desirable that the selection of material for the TOEFL kits be not so one-sided. This circumstance could undoubtedly enrich the informational value of the TOEFL exam and make it truly international. The TOEFL exam, along with American Studies, promotes the preparation of students for the kinds of verified, flexible, and integrated thinking that is necessary in a postindustrial, information-based economy and society. The principle that TOEFL material is

practically built on is “critical interdisciplinarity.” One and the same TOEFL kit poses critical questions on different listening and reading topic passages, which are structured according to “interdisciplinary cooperative informative integration.”

At the same time, those people who have not specialized in American Studies programs, but have accomplished any full TOEFL preparation course, find themselves in a privileged position while working in American social service agencies or non-governmental organizations, since their endeavors in mastering the TOEFL material enable them to understand and perceive the American nation and its world mission in a more profound way. Having covered several TOEFL kits, applicants to any faculty will get a notion of contemporary American culture and the variety of ethnic populations with whom they might work in the future. For instance, management students may learn something about how to work with diverse populations (even with those which are in close contact with the American nation), and grow to understand contemporary American culture, and the place of American culture within a global context. It means that there should be some coherence and succession between the material of pre-university education and the future university curriculum of students. Speaking in general, teaching TOEFL to a university applicant or even a freshman brings additional strength to any Liberal Arts undergraduate or postgraduate program, and provides excellent ground for the flourishing of American Studies programs. Thanks to the fact that TOEFL is taught at most American and non-American universities, American Studies can expect to gain more supplementary tools with which to retain its current status as an autonomous, powerful, interdisciplinary program.

The TOEFL exam is a test with multi-disciplinary references that involves students in the study of pluralist ways (learning about America and the American nation through the listening and reading sections, the investigation of the grammatical structure of the English language, and especially through the English written language – how Americans express their ideas on paper) and of the perspectives related to understanding and interpreting American history and culture. Getting through the TOEFL exam requires breadth of knowledge and concentrated study. TOEFL instructors, in their turn, should provide their students with high-tech TOEFL disciplinary methodologies and content-focused areas (including diversified aspects of the English language such as EAP, English grammar, Conversational English, etc.) that make the integration of their studies both feasible and efficient.

In order to provide ESL and TOEFL students with the analytical, critical, and professional tools that are necessary to identify themselves within contemporary and historical frameworks of US culture, those faculties which deal with teaching TOEFL could be maintained and supervised by American Studies programs (at least informatively), helping them to meet the various basic criteria of the university’s mission and vision statements in teaching American studies to ESL students, upon which the TOEFL exam is based (here it is mandatory to mention again that, besides its linguistic value, the TOEFL exam is auspicious in nurturing American Studies for ESL students).

The vast majority of TOEFL kits are oriented to only those students who are already quite experienced in English and can adapt to the TOEFL course easily. This means that those students whose level of English is not so high lack the chance of getting some preliminary information based on American Studies before they attend upper-intermediate or advanced TOEFL courses or become an undergraduate student. The solution to this problem seems to be on the surface: to create new TOEFL kits based on less difficult vocabulary, but still designed and designated according to those instructional principles of the TOEFL exam which already exist.

The diversity of TOEFL exam material greatly contributes to meeting the diversity requirements at any university where TOEFL is taught.

If we infer from what was noted previously – that the TOEFL exam really contributes to the development and reinforcement of American Studies programs – several principal questions come to light, namely:

- To work out special priorities and long-term prospective tasks for the development of the TOEFL exam in the limelight of improving and deepening the principles of American Studies programs. The TOEFL exam could not perform only its direct English language educational duties, but could also be given more authority and an expanded role in helping American Studies programs spread information about America and the American people, and even about some other regions of the world. The TOEFL exam could show a more intercultural approach to the study of United States society and culture, and serve as a contribution to the mission of universities to provide access, excellence, diversity, and service to communities.
- Coherence and integration of TOEFL exam material with the selection of themes and of material for American Studies programs. For instance, the most interesting and exciting new direction within American Studies is currently “interculturalism.” How well is this new trend reflected in the TOEFL exam, and how deeply does the TOEFL exam meet the basic requirements of American Studies programs in addition its own?
- Does the TOEFL exam material keep pace with modern trends in developing American Studies programs all over the world, or does it lag behind?
- Information which is put as the foundation material for the TOEFL exam should be critically reviewed in order for its users not to be sidelined by our modern life, since the information which instructors of the TOEFL exam provide their students with will necessarily add to the definition of their future ability to adaptat appropriately to real social life.
- The TOEFL exam lacks research work regarding its relation to American Studies, which can be regarded as a capstone activity in any American university that is aimed at fostering the capacity of students to investigate difficult social and political problems. Instructors of the TOEFL exam could help students develop some initial critical thinking skills to infer from different perspectives, build some distinguishing skills, comparison and contrast, and synthesis. If taught in parallel with TOEFL kits, such courses as “Study Skills” could produce a tremendously favorable teaching effect.
- If students are trained by TOEFL teachers on a variety of American Studies texts – from literature and history to music, together with processes of inquiry for analyzing these texts by honing critical thinking skills, this combination can enable them to analyze from multiple frameworks, to become better prepared to learn, and to understand what information to ask for and how to acquire a working knowledge of the language, concepts, dynamics, information and analytical skills pertinent to a given problem, process, or phenomenon. Thus, the TOEFL exam could serve the competencies and responsibilities of American Studies programs in a more substantial way.
- It could be quite logistical, by preserving the basic designations of traditional subdivisions and functions within the English language, to consolidate the values of American Studies programs.

- It is desirable to attract qualified TOEFL-instruction specialists in order to improve the methodological grounds for teaching the TOEFL exam in its extended mode.
- It seems to be helpful to implement possible adaptations of American Studies material to regional needs (for instance, for its better comprehension) in the TOEFL exam. The considerable flexibility within American Studies teaching that comes through in the TOEFL exam may be presented by encouraging TOEFL instructors to construct special programs, appropriate to the intellectual and geographic interests of ESL foreign students.
- Improving TOEFL teaching from the point of view of blending its material with more American Studies content in order to raise students' interest by including a broader variety of TOEFL material based on ethnic studies and popular culture topics.²

In conclusion, involving an unprecedented number of individuals, TOEFL is becoming of vital importance in providing a wider acquisition of significant knowledge of American culture and social reality. Teaching TOEFL can parallel the teaching objects and aims of American Studies programs to encourage study and research in all areas of American culture and society, and to promote collaboration and intercommunication between European scholars of the United States from all parts of Europe and from various disciplines and foreign communities. The TOEFL Exam should be recommended as an invaluable topic of discussion at American Studies conferences and symposiums.

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Роль и место диагностики в учебном процессе

Педагогические системы функционируют и развиваются не стихийно, а благодаря целенаправленной деятельности и управлению. Как и другие социальные системы, педагогические системы являются открытыми системами, в них происходит постоянный обмен информацией, систематически осуществляется обратная связь.

Процесс обучения составляет центральное звено педагогической системы, обеспечивая усвоение знаний, развитие и воспитание учащихся, ради чего и существуют все уровни педагогической системы. В связи с этим ученые-исследователи, придавая