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Bloom’s taxonomy is widely used in a large number of countries. It enables to check knowledge, comprehension and usage of terms, formulae, equations etc. (lower level of thinking after Bloom’s taxonomy). At the same time students who are good at the discipline can demonstrate higher level of thinking) by means of analysis, synthesis, evaluation. Scientists (T. Anoshkova, L. Anderson) have outlined advantages and disadvantages of Bloom’s taxonomy. For our research it is worth concentrating on things which have not been examined in scientific works by researchers. The present work assesses test elaboration in theme “Prefixes” in Latin clinical terminology after Bloom’s taxonomy at medical universities.

Latin clinical terminology plays an important role in medicine. All terms denoting inflammatory processes, abnormal condition, diseases, tumors are based on Latin and Greek prefixes, roots and suffixes. The aim of the research is to study ways of test elaboration in theme “Prefixes”.

It is worth focusing on tests for checking lower level of thinking. A test-maker should concentrate on the most widespread prefixes with the meaning “membrane \ coat” and “location \ place”:

**Greek** **Latin**

hyper-, epi- supra-

meta-, met- post-, retro-

dia- trans-

meso- inter-

hypo- infra-, sub-

pro- ante-, pr(a)e-

Questions must be made up in the following way: for instance, “Match the term

“internal coat of the uterine tube”; “Explain the term perinatalis \ subfebrilis \ retropharyngeus \...”; “Add the appropriate prefix to the term ‘reduced form of icterus” etc. There must be proposed 5 or 6 options to choose, among them one correct answer.

Students who are good at Latin can be proposed tests for checking higher level of thinking. First of all it is recommended to extend vocabulary in theme “Prefixes” for such students. In addition to vocabulary of the most widespread prefixes a teacher gives students to memorize prefixes denoting functions. A test maker should make more complicated tests of several types, at least two or three. It is proposed not to give a multiple-choice question test for checking higher level of thinking. A multiple-choice question test is only good for checking basic knowledge in order to give a student the minimum score. Tests of higher level of thinking must be open tests in which there are not any options and students should write a correct answer by themselves. And at the same time students must analyze information and define which prefix with the same meaning is the most appropriate one in this case. For example, a task requires to add a Latin prefix with the meaning “outside” to following terms: one term means an external receptor , another one has the meaning “outside of the heart”. In the first case we should use the prefix *extero-*, in the second one the prefix *extra-*.

All the above mentioned leads to the conclusion that it is recommended to make multiple choice question test in order to check lower level of thinking. At the same time for checking higher level of thinking it is proposed to make open tests which require synthesis and analysis from students.

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