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## **TO THE QUESTION OF LINGUODIDACTIC TESTING RECEPTIVE AND PRODUCTIVE SKILLS OF THE STUDENTS OF LANGUAGE TRAINING AREAS**

**Abstract:** The article considers the main characteristics of linguo-didactic tests, it is noted that the tests can check the receptive and productive skills, describes the advantages of interviews as the most appropriate type of testing to control the formation of speech skills and speaking skills.

It is emphasized the necessity to introduce interviews more widely into the practice of monitoring and evaluating the results of teaching language to students.

**Key words:** linguodidactic test, interview.

Testing is an important part of the educational process in the modern system of higher education of foreign languages. In scientific literature it is noted that in addition to the traditional methods of knowledge control there is a test control [5]. This type of control is an important part of linguistics that studies the methods of teaching foreign languages in higher education. Tests allow you to monitor the progress of learning receptive and productive kinds of speech activity, provide an opportunity to determine the level of the educational materials at different stages of learning. Currently, it is difficult to imagine teaching foreign languages without tests. Tests help to monitor the level of formation of speech skills and abilities.

Obviously, the aim of teaching foreign languages in higher education is the formation of communicative competence, the development of the student's ability to communicate in the language of study, and not just teaching to read, write and translate.

A linguo-didactic test is defined as «a set of tasks that were prepared in accordance with certain requirements and preliminary tested to

determine the quality level. The test identifies the degree of linguistic and / or speech (communicative) competence and the mark is determined by the established criteria». [4]. According to V.A. Kokkota, objects of assessment in oral testing are such components of communicative competence as fluency, grammar, vocabulary, pronunciation and understanding. The advantage of lingvo-didactic tests is monitoring of different aspects of communicative competence [2].

Fundamentals of linguodidactic testing have been fully considered in the works of both Russian (S.R. Baluyan, L.V. Bankevich, V.A. Kokkota, A.A. Leontiev, O.G. Polyakov, I.A. Rapoport, M.V. Rosenkrantz, R. Selg, V.N. Simkin, I. Sotter, I.A. Tsaturova) and foreign testologists (S.J. Alderson, L.F. Bachman, M. Chalhoub-Deville, N.E. Gronlund, A. Hughes, B. Spolsky).

The main methodological issues of linguo-didactic testing are the criteria for selecting the content of the test, their experimental verification methods for determining the difficulty of the exercises, validity, reliability and manufacturability of test tasks.

**The validity of the test** is the characteristic of the test, reflecting its ability to get the results according to the aim; a characteristic that reflects the adequacy of the test to the measurement objectives. Usually, the validity of even the best tests does not exceed 80%.

**Reliability** is a characteristic of the quality of the test, showing the stability and consistency of test results. A test can be considered reliable if it gives permanent results in repeated tests.

**Practicality of the test (its manufacturability)** is a characteristic of the quality of the test, consisting in understanding the presentation of instructions and the content of the test tasks, and also in the simplicity of the organization of testing and summarizing its results.

The forms of checking communicative skills in different types of speech activity are determined by the nature of the activity. Multiple choice closed tests are used to check receptive communicative skills (reading and listening comprehension). Productive communication skills (speaking and writing) can be tested either with tests with a freely constructed response and then comparing this response with a standard or using communicatively-oriented test tasks.

In her thesis, N.Y. Gutareva prefers interviews as the form of assessment of oral speech skills, describing the stages of constructing a communicative test, its structure, content, evaluation criteria.

The interview as a form of testing oral communication skills has several advantages compared to a role-play game. The advantages of interviews are:

- the leader role of the conversation belongs to the interviewer;
- the tested person is free to choose the language tools;
- the interviewer has a set of pre-prepared questions, so he/she can guide the conversation in the right direction;
- a communicative test in the form of an interview allows to check a larger volume of the studied material than a role-play game;
- tasks in the form of interviews are adaptive, and in the form of role-play tasks are interrelated [3].

Russian and foreign testologists prefer interviewing, because this form of control has a number of advantages comparing to communicative tests in the form of role-play game.

We should note that in modern high schools, testing is a popular method of checking the receptive skills, interviews to control productive skills are used rarely. In our opinion, it is necessary to use this type of testing to monitor and evaluate students' results.

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## **К ВОПРОСУ О ЛИНГВОДИДАКТИЧЕСКОМ ТЕСТИРОВАНИИ РЕЦЕПТИВНЫХ И ПРОДУКТИВНЫХ УМЕНИЙ И НАВЫКОВ СТУДЕНТОВ ЯЗЫКОВЫХ НАПРАВЛЕНИЙ ПОДГОТОВКИ**

**Аннотация:** в статье рассматриваются основные характеристики лингводидактических тестов, отмечается, что тестовые задания могут использоваться для проверки как рецептивных, так и продуктивных коммуникативных навыков, и умений, описываются достоинства интервью как наиболее

подходящего вида тестовых заданий для контроля сформированности речевых умений и навыков говорения.

Подчеркивается необходимость более широко внедрять интервью в практику контроля и оценивания результатов обучения студентов языковых направлений подготовки.

**Ключевые слова:** лингводидактических тест, интервью.

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