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PECULIARITIES OF FOREIGN STUDENTS TESTING IN THE CONTROLPROCESS OF THEIR SPEECH ACTIVITY

This article discusses various ways to control the competence of oral communication of foreign students, analyzes the use of conventional and real tests, makes recommendations to verify the results of verbal communication.

The problems of the control of speaking foreign students studying, analyzes the results of psychological preconditions teaching speaking.Prominent among the tests needed to monitor speaking given to testing and their components.Not every test can not display all the real-world results, it is therefore proposed test interviews showing the results of speaking, imitate real voice communication.

In the article on the test guidelines, corresponding to different stages of testing.The attention is focused not only on the linguistic forms of expression, but also on the content.

To test the results of speaking are invited to use interactive forms and dialogs polylog.Test presented in the article helps kontrolivaniyu results of oral communication.

Key words:verbal communication, test conventional and natural kinds of tests.

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Шетелдік студенттердің сөйлеу қызметін бақылау үдерісінде тестілеудің ерекшеліктері

Мақалада шетелдік студенттердің ауызша тілдесу құзыреттіліктерін бақылаудың түрлі әдіс-тәсілдері қарастырылады, шартты және шынайы тесттердің қолданылуы талданады, ауызша тілдесу қорытындысын тексеру үшін ұсынымдар беріледі.

Шетелдік студенттердің сөйлеуін бақылау мәселелері қарастырылады. Сөйлеуді тексерудің психологиялық мәселелері сөз болады. Сөйлеу нәтижесін бақылау үшін қажетті жайттардың арасындағы тестілеу мәселесіне және оның компоненттеріне назар аударылады. Коммуникативтік тілдесу деңгейін анықтау үшін алынатын тестілеу барлық шынайы нәтижені көрсете алмайды, сондықтан да шынайы сөйлесуге жақын тестілеудің үлгілері ұсынылады.

Мақалада тестілеудің түрлі кезеңдеріне тиесілі түрлі әдістемелік ұсыныстар берілген. Айтылымның тілдік қана емес, сондай-ақ мазмұнды жағына да назар аударылады. Сөйлеуді тексеру үшін көрнекі нысандар, диалогтар мен полилогтарды қолдану ұсынылады.

Мақалада ұсынылған тестілеу ауызша сөйлеуді тексеруге көмектеседі. Мұнда ең алдымен айтылымның туындауы, оның коммуникативтік мәні мен тілдің нормасына сай келуі бақыланады. Ауызша тестілеуді жүргізуде бір жағынан репликалардың кезектесе алмасуына мән беру көзделсе, екінші жағынан тестілеуді еркін түрде өткізу арқылы қарым-қатынасқа түсу, диалогтық сөйлеу нәтижесін бақылау көзделеді.

Түйін сөздер: ауызша тілдесу, тестілеу, тест, шартты және шынайы тест түрлері.

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Особенности тестирования иностранных студентов в процессе контроля их речевой деятельности

В статье рассматриваются различные способы контролирования компетенции устного общения иностранных студентов, анализируется использование условных и реальных тестов, даются рекомендации для проверки результатов речевого общения.

Рассматриваются проблемы контроля говорения иностранных учащихся, дается анализ психологических предпосылок результата обучения говорению. Важное место среди тестов, необходимых для контроля говорения, отводится тестированиям и их компонентам. Не каждый тест не может отобразить все реально существующие результаты, поэтому предлагается тест, который показывает результаты говорения, имитируют реальное речевое общение.

В статье предложены по тесту методические рекомендации, соответствующие разным этапам тестирования. Акцентируется внимание не только на языковой форме высказывания, но и на содержательной.

Для тестирования результатов говорению предлагается интерактивные формы использования диалогов и полилогов. Тест, представленный в статье, способствует контролированию результатов устного общения.

Ключевые слова: речевое общение, тестирование, тест, условные и естественные виды тестов.

Introduction

Working with the projects teacher can realize in groups and individually. It is necessary to note, that the method of projects helps students to seize such competences as: to be ready to work in collective, to accept the responsibility for a choice, to share the responsibility with members of the team, to analyze results of activity (Davies, Pears, 2011: 63).

In numerous researches on training foreign students with the Russian and Kazakh languages it is paid attention to the fact that the motives of the language selection for the study have changed. Nowadays most students study the Russian language in order to get an education and find good jobs. Russian, of course, refers to the «market» or the language of «marketing» and in terms of development of the world economic space is the international language. Exactly the internationality of the Russian language can serve as the main motive for its choice to study. However, getting in Kazakhstan, where the official language is Kazakh, and Russian language is the language of international communication, foreign students realize that knowledge of the Kazakh language is the need for education and further work. President of Kazakhstan N.A. Nazarbayev proclaimed the principle that in Kazakhstan are studying three languages: Kazakh, Russian and English.

The Constitution of the Republic of Kazakhstan (1995) and the law «On Education» (2007) are the basic documents that have introduced the educational policy of the government.

From the time that Kazakhstan gained its independence, we have had an aim to be in close political, social cultural and economic relationships with most developed countries in the world. The importance of language knowledge, day by day is reaching the great top because of the unity development between different nations and countries that leads to the fruitful relationships. Firstly, the idea of trinity of the languages was proclaimed in October 2006 on the twelve congress of the Assembly of Kazakhstan (Nazarbayev, 2008, Address of the President of Kazakhstan.February 6). Kazakhstan's President NursultanNazarbayev delivered his annual state of the nation address, «New Kazakhstan in a New World», on February 28 in 2007, outlining the strategy of Kazakhstan's development for the next decade where he offered the idea of trinity of the languages. «Kazakhstan should be viewed in the world as a highly educated country whose people use three languages. These will be Kazakh as the state language, Russian as the language of interethnic communication, and English as the language of successful integration into the global economy,» the President noted. «Building the Future Together» – address to the People of Kazakhstan of the President of the Republic of Kazakhstan, Nursultan Nazarbayev has planned several stages of economic-social development which we must achieveby 2020. This

plan has pointed out its own strategy and didn't wait the world's crisis. President of the Republic of Kazakhstan, Nursultan Nazarbayev paid great attention not only to a social modernization – a new social policy, but to education as well as to Healthcare. I have always said that knowledge of three languages is an obligatory condition of one's wellbeing (Nazarbayev, 2011, Address of the President of thecountry. January 28).

New time, globalization of world processes require a search for new methods of training the Russian and Kazakh languages for foreign students. Students learn languages with a clear understanding that, in practice, they must not only speak, but also understand the interlocutors, colleagues, lectures.

Experiment

Nowadays, the new conditions of society development make the system of higher education face new challenges of creating a whole new level of training qualified specialists, which would contribute to their development and becoming creative personalities possessing their own thinking style, as well as the capability to solve the tasks they face creatively and on their own. Intentional development and systematic reforming of higher education implies a special role of language education, developing communicative competence of a person capable of using a foreign language as a means of communication. E.I. Passov considers a foreign language as a «productive power», and the foreign language literacy – as an «economic category»(Passov, 2007:17).The key to the communication between people is in their striving to understand each other. Each culture is formed in accordance with its basic characteristics, one of which is the language. According to S.G. Ter-Minasova, by learning one foreign word a person kind of extracts a piece of a puzzle from a strange picture, not completely known to him yet, and tries to reconcile it with the picture of the world existing in his consciousness, which has been set by his native language (Ter-Minasova, 2008: 48).

In teaching Russian as a foreign language testing is used for a long time. Tests are used to meet the requirements of the language, to enroll in Higher Education Institutions, the distribution of students in groups, to clarify the courses of particular groups of students, to test the results of training, to enroll in postgraduate school, etc.

Mastering Russian as a foreign language, pupils should acquire practical language skills. In connection with this testing helps to identify the level of communicative competence, which is especially important in an advanced stage of language learning, as it is at this stage the teacher has to deal with students who have studied Russian in different groups or in different institutions, the level of language training is different.

The methods of teaching languages has long being used a pragmatic testing, developed by American scientists. One of the features that distinguish a pragmatic approach to testing, has been the central role of the ability to make creative use of language tools to communicate in Russian in various sociocultural contexts (rather than the ability to produce specific elements of the language).

Traditional discrete tests, the role of which doesn't beg in no way, evaluate the degree of possession of the individual components of speech – phonetics, grammar, vocabulary, have no predictive validity, that is obtained with their help data do not predict will a test-taker use of language means in communication purposes. Such tests do not allow to relate the language assessment, obtained in different institutions where teaching is conducted under different programs with a focus on the different requirements and approaches. All this has made it necessary to develop communicative competence tests, pragmatic tests, one of which is a test interview. Test interview is qualitatively different from other tests in that it does not focus on any program, the assessment does not take into account any conditions or duration of training or previous assessment of test-takers. The purpose of the test is to assess the ability actively to deal with communicative tasks in situations, which are close to the real, creatively to use of language tools to convey information.

Checking oral competence by using test-interview involves two interrelated processes – obtaining a representative sample of the speech of a test-taker and evaluation of this sample.

The test-interview is a conversation that takes place entirely in Russian, and can last from 10 to 30 minutes, depending on the level of a test-taker. The purpose of the conversation is to get a sample of speech, on the basis of which it is possible to assess the communicative competence of a test-taker. The conversationcan be recorded on a tape recorder and then is evaluated.

Typically the procedure of such test is strictly standardized, and skill of the teacher who conducts a test is the ability to build a conversation so that it does not turn into an interrogation, that a test-taker feels at ease and easy to engage in conversation. To do this, the teacher should play the role of an interested interlocutor who doesn't interrupt and

correct, teach, help, repeat a test-taker. Questions for an interview should be clearly stated. The teacher must encourage a test-taker by observations of the type: Very interesting! True? Really? Can't you tell me more? And then what happened? Etc.

The content of the test-interview depends on the answers of a test-taker, it is necessary to take into account not only the linguistic level, but also topics that may be of interest to a student. For example, if a test-taker is interested in sports, it is better to talk on the sports theme. Therefore, for a test-interview materials are prepared on a variety of topics: work, study, business, entertainment, music, etc. The logical sequence and natural conversations are based on the ability of the teacher to extract themes for discussions from answers of a test-taker.

The structure of a test-interview is usually divided into four mandatory phrases: introductory, setting, checking and conclusion. It is necessary to provide correlation of estimations and the stability of a test.

In the introductory phrase the teacher who conducts a test-interview, meets with a test-taker, communicates with the greetings and asks him/ her simple, routine questions to make a preliminary impression of the level of his/ her language training, as well as to provide a test-taker the opportunity to get used to this situation. Then a test-taker is asked a series of questions to establish the «floor», that is the level at which he/she communicates easily. When the examiner is satisfied that the «floor» is installed, he gives a test-taker more complex task to establish a «ceiling» that is, the upper limit of his/ her speech competence. Such tasks can lead to the «disintegration» – a test-taker begins to falter, makes more mistakes, gestures, and refuses to answer, and so on.

During the interview, questions directed at the definition of «floor» are usually alternated with questions, aimed at establishing a «ceiling». This alternation is repeated as long as a clear view of the lower and upper limits of communicative skills of a test-taker isn't created. After establishing the «floor» and «ceiling» a test-taker is offered the role task of an appropriate difficulty. For example, at the average level of communicative competence it can play a situation in the clinic (in the store, in the dean's office, etc.).

If a student is proficient in the language at the professional level it is offered more complicated situations that require detailed explanations and the abilities to convince or persuade the interlocutor. Game situations reveal the knowledge of the linguistic resources that are not always easy to check

in question-answer form. These include, primarily, socio-linguistic and pragmatic skills.

In the conclusion part of the interview it is advisable to ask a number of questions at the «floor» to complete a test in a positive tone and to give an opportunity a test-taker to feel confidence in his/her ability to use language. Next, a test-taker is given an estimation, corresponding to a certain level that most accurately reflects his/her speech skills. The scale on which is derived estimation, is known in the methodology of language teaching for a long time (the system ASPIYA) and is a form of an inverted pyramid in which each level includes all the previous ones.

On ASPIYA system the assessment is given with the following criteria: the context, in which a test-taker may use the language, the content of which he/she could speak, the correctness with which he/she performs communicative tasks, and the text that he/she makes. Also the tasks and functions that a test-taker can perform, are taken into account.

For example, based on the goals of communication, at the beginner level a test-taker can describe his/her room, listing the items contained in it, in an advanced stage of learning the Russian language he/she can lead discussions on abstract topics, arguing his/her point of view. Contexts, in which the discussion is conducted, vary in degree of difficulty and determine the choice of speech means.

The simplest contexts are characterized by excessive linguistic and extra-linguistic information that allows the speaker to solve the communicative problems, based on the limited memorized material, more complex contexts require flexibility in the use of language means.

In assessing communicative competence is taken into account and correctness of a speech of a tester: compliance with phonetic, lexical, morphological, syntactic, sociolinguistic and pragmatic norms of the Russian language. And sociolinguistic norms and pragmatic skills play an important role. Basing on the description of the levels, presented in the system ASPIYA, the department prepares interview tests in accordance with the goals and objectives of the testing.

Wide dissemination of this method of control as testing in the practice of teaching RLF, puts a teacher to have to define a more precise and specific guidelines, measurement criteria for quality of errors. This was dictated by the need to differentiate errors in order of importance, depth, seriousness of violation of an adequate solution.

This principle of an assessment, both in the doing of lexical and grammatical tests (where accounting

is relatively simple: the object of evaluation is not beyond a given parameter, and each task, in case of the validity of a test, obviously corresponds to a particular level, so one position – one point) is not a criterion-correct in assessing these types of speech activity as speaking and writing. Such an approach can't serve as an objective indicator of the quality of the student's knowledge, as the weight of errors in each individual case is different.

At the present time, in assessing «product» of an oral statement, it is accepted to take into account such factors as: fluency, spontaneity, consistency, completeness / incompleteness of a statement, the adequacy of chosen language means, purity and so on. Despite the difference in the approach to the assessment of sounding speech by different methodists, evaluation criteria generally is same, and one of the essential components to be accounting, is always called communicative-significant and communicative-insignificant errors. At communicative-oriented training speech errors, related to the adequacy of the solution of problems of communication tasks, the ability to choose the right intentions, become differentially evaluated, received the naming of communicative-significant and communicative-insignificant.

Researchers note that when considering communicative-significant errors, attention is drawn to two problems: the first «is the need to systematize the various phenomena that combine the concept, and the second – a distinction of communicative-significant and communicative-insignificant errors» (Balykhina, http://www.testor.ru.).

However, the precise definition that would allow distinguishing between communicative-significant and communicative-insignificant errors, isn't yet existed, and the mass of errors doesn't systematize, that could be clearly defined as communicative-significant or insignificant in the process of speech production.

We understand as communicative-significant errors which violate the meaning of a certain phrase, the conversation as a whole, making it difficult or impossible to continue the communication. Communicative-significant errors are defined as lexical and grammatical errors, leading to a distortion of meaning, expression, and causing misunderstanding by a recipient.

Along with this there is an opinion that an error of any level makes it difficult to communicate, so it should be attributed as communicative-significant only those errors, in which communication is not just difficult, but it is impossible. In this case, the main criterion is the ultimate effectiveness (success) of a solution of a communicative task. However, each teacher of RLF is familiar with the situation when students from different countries in the absence of control by a teacher communicate quite freely with each other (as it seems in Russian to them), joke, agree about something (there is a successful communication), but a teacher at the same time doesn't understand a word. And we give such dialogue from the practice of communication of a teacher and a student.

Teacher: – Where will you go at holidays?
Student: – To Beijin.
T : – Is there anybody there?
S: – No, I have never been there.
T : – And where will you live?
S: – At the restaurant.

The result is a communicative failure, because the teacher doesn't know how to live in the restaurant. The first thought, the student confused lexemes and made a communicative-significant mistake, but the essence of the failure lies in the field of an intercultural communication: in China, it is really possible to live in a restaurant, because there are rooms where a tourist can stay in, however, not every recipient is familiar with this reality. The result – grammatical rules are not violated; but the understanding is not reached.

In order to successful communication it is not enough knowledge of the language. How to evaluate the use of a lexeme, which caused such misunderstanding: as a cultural error, that is, to recognize that student hasn't a good knowledge of intercultural communication and solved the problem in an inadequate method, he made a mistake, and this error clearly violated the understanding of a statement by a recipient or do not consider it as a mistake at all, because norms of speech are not violated in anything.

As we can see in the first case, from the point of view of a teacher, all speech of students is wrong, but there is a communication, communication is possible, and the second example, this is a variant of an error-free speech, and a failed communication. What, then, should be understood as a successful communication and as a result of it, what errors should be recognized as communicative- significant?

If we assume that the communicative failure is a complete or partial failure to understand a statement by a listener on one hand and the full or partial inability to realize the communicative intention of the speaker on the other side, with full confidence we can say that the definition of communicative-significant define almost all the errors, as in different contexts, the same violation of the norms of language

can lead to difficulties of understanding, and to a breach of communication and does not affect the communication process.

T.M. Balykhina considers as communicative-insignificant errors that often are in violation of these or certain norms of the target language, but do not affect on the successful progress in communication. «Some of the errors are communicative- insignificant, made in the field of:

Phonetics:

– errors, connected to the pass of unpronounceable consonants, for example:

Welcome (*зрастуйте (здравствуйте), meeting (стреча (встреча)*;

– phonemicerrors, suchas: job (*арбота (работа)), friend (дурук (друг)), wanted (хотила (хотела)), опсе (однаждыи (однажды))*;

2) Grammar, forexample: *мы будем экзамены в июле;я читал много книга*;

3) vocabulary, e.g.: *мой дедушка – старинный человек; я хорошо вспоминаю это событие* и т.д.

4) a slip of a pen or tongue (Balykhina, 2004).

However, this is difficult to accept, because the same speech disorder in different situations causes different degrees of misunderstanding. For example: *my grandfather – an ancient man (мойдедушка – старинныйчеловек)*. In this case, the erroneous usage of the adjective *ancient* is compensated by a guess and easily correlated with the correct option: old. However, the erroneous use of the same adjective in such phrases as // это*старинная*книга // у*неё*старинная*работа// doesn't allow so simple to interpret the adjective *ancient,* as in the first variant. And in this case we can talk about the undoubted communicative-significant of a disorder. Consequently, the same error should be assessed differently. Then the question arises naturally, what should be the basis of differentiated evaluation of the same mistake actually. The same can be said of phonemic errors. Even mixing of consonant sounds on the principle of hardness-softness, can completely deprive the meaning of a statement. For example: my father //*мойфофо// (мойпапа)* (from the story of the Korean student), or // He howled (was) on the street // (//*онвыл (был) наулице//)*.

Let us give another example:

Student: – Ко мне приехала мама, она хочет купить здесь квартиру. (Mom came to me, she wants to buy an apartment here.)

Teacher: – Онаужевыбрала? (Has she already choosen?)

S: – Нет ещё. Или дорого, или ей не нравится. (Not yet. Or expensive or she does not like.)

T: – А какую она хочет? (And what does she want?)

S: – Чтобы там деревья были, цветы. Оналюбитприроду. (That there are trees and flowers there. She loves nature.)

Student is showing a picture which hangs on the wall and saying, «This is the kind».

In this case, the only error which can be qualified as a slip of a tongue (a picture – a flat), completely destroyed the sense of a previous dialogue, and a communicative failure, is a result of a non-communicative significant error.

At the same time errors, that are currently considered as communicative-significant, such as: transposition of parts of speech in a sentence // *тывчерабылгде//*, the violation of relations within a sentence //*оннравитсягулятьвпарку//* doesn't not always hinder to understanding. In the above examples it can not be ambiguity or any haziness. In addition, obviously, it should pay attention to the fact that one and the same error in the context and out of it will be interpreted differently.

For example the following phrase: «Yesterday, I have a problem» («*Вчерауменяестьпроблема*»), is clearly ambiguous out of context, it is not perceived as violating the understanding in a dialogue.

Teacher: – Why weren't you present at a lesson?

Student: – *Yesterday I had a problem.*

Eveninthistext: «*однаждый день мой друга Бориса за болель горла. Потом Борис поехаль в балницупосмотрель врачу. Доктор скзаль ему хорошо одихоете. НоБориснеслучалврача. Ондумалкататсянаканках»,* it is easy to understand the essence of a statement, and none of the errors does not destroy the meaning.

It raises many questions and a classification of errors of a speech etiquette that make by foreign students. If a teacher welcomes *Good morning* (// *здравствуйте/ доброеутро* //) and etc. a student replies *Hi* (//*привет*!//), or instead *See you later* (// *досвидания/ довстречи//*) he says *Bye* (// *пока/давай //*) Are these mistakes considered as communicative-significant?

Results and discussion

Thus, from the above it can be concluded that at the present time there is no accurate, complete, unambiguous interpretation of communicative-significance of errors. At the moment, it is not defined criteria, allowing a clear distinction between communicative-significant and communicative-insignificant errors. In this situation, errors of different levels and categories are of equal value, and this

violates the principle of objectivity of evaluation. It seems to us that:

1. Communicative can only be called just only a mistake that leads to a complete misunderstanding by a recipient the intention of a speaker.

2. The communicative importance of an error must be defined within the context.

3. The value of an error is best defined not by the principle of a communicative significance / insignificance, but by the level and category.

Conclusion

In conclusion when working with foreign students, studying Russian language, a test-interview is used to assess the communicative competence of students of the second year of study. This is primarily an introductory testing, which will allow to provide the most appropriate group formation, to make adjustments to the curriculum. Repeated testing makes it possible not only to determine the degree of communicative skills, but also to obtain information that will allow later to answer the question: what factors in language training of students most contribute to the success in mastering the language.

We need to note that the innovative techniques should be used taking into account the specific audience, according to national circumstances, the extent of training and educational level.

Positive attitude to studying language forms interesting materials in the country studies and cultural relations that need to be carefully selected.

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