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THE SPECIFICITY OF SPEAKING SUBTEST IN LANGUAGE TESTING

Any scientific direction develops to a certain extent when it is theoretically grounded, its goals and objectives are defined, and its own methods are formed. The field of testology in the Kazakh language education is still developing compared to the world experience and there are still issues that need to be scrutinized. This displays the insufficiency of special scientific works in the field of testology in Kazakh science.

In the modern educational process and the field of knowledge assessment, tests are widely used as the main tool for measuring learning outcomes. Language testing is also recognized as a method of independent assessment and, like other types of tests, is actively used in many countries around the world. This article discusses the history of the origin of tests, stages of testing development, types and specificity of tests. Particular attention is paid to the speaking subtest. The work provides a brief overview of the forms and process of organizing the speaking subtest as a means of measuring oral speech skills. In addition, the rules for compiling and conducting the speaking subtest and the applied capabilities of language testing are determined. Along with the language tests of the USA and Russia, the KAZTEST testing system is described, which is characterized as an objective control tool that determines the degree of communicative competence and qualifications in the Kazakh language. Moreover, the scientific, theoretical and applied aspects of language testing are studied, using description methods, an analysis of a number of world testing systems is carried out.

Key words: test, testology, language testing, speaking, speech, language skills.

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Тілдік тестілеудегі айтылым субтестінің спецификасы

Кез келген ғылыми бағыт теориялық жағынан негізделіп, мақсат-міндеттері айқындалып, өзіндік әдістері қалыптасқан кезде белгілі бір дәрежеде дамиды. Қазақ тіл біліміндегі тестология саласы әлемдік тәжірибемен салыстырғанда әлі де жетілу үстінде және зерделенуі тиіс мәселелері әлі де баршылық. Бұл қазақ ғылымында тестология саласына арналған арнайы ғылыми жұмыстардың жеткіліксізідігін байқатады.

Қазіргі білім беру үдерісі мен білімді бағалау саласында оқыту нәтижесін өлшеудің басты құралы ретінде тестілер кеңінен қолданылуда. Кез келген тіл бойынша білім деңгейін бағалауға арналған тілдік тестілеу тәуелсіз бағалау тәсілі ретінде әлдеқашан танылған және басқа да тест түрлері сияқты әлемнің көптеген елдерінде пайдаланылады. Берілген мақалада әлемдік тест жүйелерінің шығу тарихы, тестілеудің даму кезеңдері, тестілердің түрлері мен спецификасы қарастырылады. Мақалада ауызша сөйлеу дағдыларының меңгерілу деңгейін өлшеу құралы ретінде айтылым субтестін өткізу мен ұйымдастырудың формаларын талдауға ерекше көңіл бөлінеді. Сонымен қатар, айтылым субтестін құрастыру мен өткізудің ережелері мен жалпы тілдік тестілеудің қолданбалы мүмкіндіктері айқындалады. Тілдік білімді обьективті түрде бағалап, тілдік деңгейді анықтау үшін қолданылатын АҚШ пен Ресейдегі тілдік тестілермен қатар ҚАЗТЕСТ жүйесі де қазақ тілі бойынша коммуникативтік құзіреттілік пен біліктілік дәрежесін айқындайтын обьективті бақылау құралы ретінде сипатталады. Оған қоса, тілдік тестілеу саласындағы тілдік дағдыны, тілді білу деңгейін анықтау тәсілдерінің ғылыми-теориялық және қолданбалы тұстары зерттеліп, сипаттау әдісі арқылы әлемдік бірқатар тестілеу жүйелеріне талдау жүргізіледі.

Түйін сөздер: тест, тестология, тілдік тестілеу, айтылым, сөйлеу, тілдік дағды.

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Специфика субтеста говорения в языковом тестировании

Любое научное направление развивается в определенной степени тогда, когда оно теоретически обосновано, определены его цели и задачи, сформированы собственные методы. Область тестологии в казахском языковом образовании все еще развивается по сравнению с мировым опытом и все еще существуют вопросы, требующие тщательного изучения. Это свидетельствует о недостаточности специальных научных работ в области тестологии в казахстанской науке.

В современном образовательном процессе и области оценки знаний как основной инструмент измерения результатов обучения широко используются тесты. Языковое тестирование также признано способом независимой оценки и, как и другие виды тестов, активно используется во многих странах мира. В данной статье рассматриваются история происхождения тестов, этапы развития тестирования, виды и специфика тестов. Особое внимание уделяется субтесту говорения. В работе представлен краткий обзор формам и процессу организации субтеста говорения как средства измерения навыков устной речи. Кроме того, определены правила составления и проведения субтеста говорения и прикладные возможности языкового тестирования. Наряду с языковыми тестами США и России, описывается система тестирования КАЗТЕСТ, которая характеризуется как инструмент объективного контроля, определяющий степень коммуникативной компетентности и квалификации по казахскому языку. Кроме того, изучены научно-теоретические и прикладные аспекты языкового тестирования, с использованием методов описания проведен анализ ряда мировых систем тестирования.

Ключевые слова: тест, тестология, языковое тестирование, говорение, речь, языковые навыки.

Introduction

At present time, one of the pedagogical technologies applied in assessing knowledge is – the test. The word "test" literally means "trial, experiment, check". In scientific sources, the term "testing" signifies conducting a test in a narrow meaning, while in a broad meaning it is interpreted as a set of procedural stages of test compilation, organizing and planning a test, developing algorithm for conducting a test, processing and interpreting of test results. While the first tests were utilized in the field of Psychology to determine the human behavior and mental characteristics, today a wide variety of test are used as a means of measuring knowledge in almost all branches of science.

Language testing – is a special category of testing that appeared in the Unites States in the 20s of the last century. Until today, language testing has turned out an essential piece of any educational program. Such kind of tests serve as the main means of monitoring and evaluating the knowledge and skills acquired as a result of the language learning process. Therefore, a lot of research works in modern testology are devoted to the search for new methods of conducting and organizing language testing.

It is very significant to choose the right technological methods of testing for language testing. This is because problems such as obtaining true and ac-curate test results, defining test parameters depend on the correct choice of the testing method.

In terms of arranging and carrying out language testing, speaking sub-test has a complex character. Speaking – is a considerable speech skill that can be used to share or exchange information with the inhabitants in the community, to show our own attitudes and display personal characteristics and peculiarities. Communication abilities in the whole world are admitted as vital for staff and student exchange, studying abroad and work placement (Fulher, 2015; Isaacs, 2016). The speaking sub-test is one of the parts constructing vast majority of language tests in the country and abroad. The wide distribution of the speaking sub-test is due to the priority of the task of mastering communicative skills in the teaching process and evaluating language today (Fulher, 2000). In spite of the preponderance of sub-tests of the spoken form in the linguistic didactics and language evaluation during the many years, tests of communication abilities have been regarded as an inseparable composition that makes it challenging to draw reliable and valid conclusions and to evaluate them. This is because of the dynamic nature of the utterance, the implementation of the speech in a planned or unprepared state in various forms, such as monologue, dialogue, group discussion (Luoma, 2004; Carter, McCarthy, 2017).

In the last decade, in the field of assessing language knowledge, a lot of attention has been drawn

to the study of test types for checking the level of speaking skills. This is evidenced by the increasing number of research papers on the evaluation of verbal communicative abilities released in trustful written records concerning the linguistic didactics and testology.

Materials and methods

The testing system for assessing knowledge of the Kazakh language, including the speaking subtest, is attracting the interest of scientists due to the small number of scientific research on this issue.

As a result of investigation in this very sphere, the specific features of the compilation and conduct of tests and the applied capabilities of testing are shown in the research work. The work investigates the scientific-theoretical and applied aspects of methods of determining language skills, language proficiency in the field of language testing and a number of world testing systems are considered using the descriptive method.

A group of theoretical methods, such as analysis, systematization, experiment was applied to consider the history of world test systems, types and specifications of tests. The indicative pointers of the speaking sub-test in world test systems were identified focused on the grouping method. Concepts related to general testology were explained using the synthesis method. The approach of comparison was utilized to define the advantages and disadvantages of tasks in testing systems. In addition, by comparing foreign and domestic test systems, there were defined benefits and drawbacks of the system in our country. The specified methods were applied in a complex sequence in accordance with the research tasks.

Literature review

The issue of testing is considered as of the paramount relevance topic in general pedagogy and linguodidactics.

The problems of assessing language competence via test were studies in different years by scientists as: R. Lado, F. Galton, L. Bachman, J. Cattell, A.McCall, G. Madsen, E. Thorndike, L.V. Bankevich, V.A. Kokkota, F.M. Rabinovich, I.A. Rapoport, S.K. Folomkina, I.A. Tsaturova, S.R. Baluyan, O.G.Polyakov.

Among scientists of the USSR, the first definitions related to the concept of "test" belong to such psychologists as S.I. Voskerchyan, S.G. Gellerstein and S.I. Fedorov. According to Fedorov, the main core of the test is the giving of some exercise or task that requires the presence of a certain psychological function or other similar abilities in the person being tested. Through the test, it is possible to determine a certain capacity of the test taker regarding the solution degree of a particular task or to assess the difficulties that arise during the implementation of special process (Fedorov, 1986). S.G. Gellerstein defines a test as "test experiment that stimulates a certain type of activity, allows to determine the nature of the development of certain types of activity in accordance with quantitative and qualitative assessments" (Gellerstein, 1928). S.I. Voskerchyan provides the following definition to this term: "A test is a short-term, simple test that is held under the same conditions for all test takers, the results of which are recorded quantitatively and shows the growth indicator of a specific activity of the test taker, consisting of technically formalized tasks" (Voskerchyan, 1963).

The testing time has a deep history. The scientific data state that the first test application goes back four thousand years ago. However, carrying out the present shape of testing in pedagogy originated close to the end of the 19th century. Testing terms and test as a measuring method began used exactly in the 90s of the 19th century. J. Catell, an American psychologist, first introduced the given concepts to the science two centuries ago (Catell, 1890). Testing as a method was claimed as a tool of carrying out an experiment in science and determined the list of demands regarding the results be transparent and pure:

- all candidates taking part in the test should be provided the equal conditions;
- test should be regulated due to the level of assignment difficulty;
- candidates should not be influenced by the outside causes;
- test results should deal with statistics.

The joint index of relation entitled correlation coefficient was introduced by F. Galton, who is English psychologist and differentiated a method of statistical comparison of both series of variables (Kadnevsky, Lemish, 2012). Furthermore, the scholar defined the fundamental demands in the theory of testing:

- gives an opportunity to examine several candidates with the same test series and saving time simultaneously;
- results have to undergo statistical processing;
- common evaluation standards should be defined.

Three stages were differentiated in the testing evolvement in the 20th century by an English researcher G. Madsen. They are intuitive-subjective,

scientific and linguistic didactic. The first half of the 20th century witnessed the stage of testing, which is called intuitive-subjective. This one is described by the theory preponderance regarding the practice, lack of exact assessment, abundance of assignment devoted to writing.

The scientific stage substituted the intuitive-subjective one by the middle of the 20th century. During this time, demands for testing and the initial diagnostic tests were compiled that led to the constructive evaluation of language capacities of candidates and foresee their ability in studying a foreign language. Tests compiled at the given level contained a set of clauses with mistakes in lexis and grammar and the candidates had to find the mistakes and correct.

Complex tests directed testing language and speaking skills are considered to be a suitable way of determining language knowledge today (Madsen, 1983).

Researcher O.G. Polyakov differentiates four phases in the language testing past. They are pre-scientific, psychometric-structural, psycho-social linguistic and communicative. These phases tally with four ways of language testing: translating an essay, structural or psychometric, integrative and communicative (Polyakov, 1999).

The essay-translation approach in language testing did not have a scientific basis. Consequently, the language tests contained translation, essay writing and grammatical analysis.

The aim of testing is to recognize and measure the extent to which the candidate has acquired personal aspects of the studied language (grammar, vocabulary, pronunciation, and spelling) by the accomplishments of structural linguistics. According to the psychometric approach implementation, the test receives valuable properties as reliability and objectivity. Tests from this period have still wide usage currently, the main reason of which is the convenience for statistical processing.

Language testing with the integrative approach contains evaluating the right use of language in context. Hence, the tests were originally concerned to the meaning and general communicative content of the discourse. The close test and dictation realizes integrative approach well.

According to the communicative approach, the acquisition of speaking abilities is highlighted, but the correctness of the speech form/structure is not emphasized. Tests of communicative approach originally contain assignment that is as close as possible to events faced by candidates in real communication situations in educational process.

Language testing is as a branch of linguistics that considers means for measuring language competence. It is mainly dealt with by methodologists, teachers and researchers. Language tests have proven the effectiveness of assessing the receptive and perceptive speech abilities.

Psycholinguistics and foreign language teaching methodology development over the past decades caused the essential changes in the theories of constructing tests to measure the communicative skills of speakers (Bakharly, 2015).

The evolution of language tests was split into three phases according to B. Spolsky: pre-scientific, psychological-structural and psycho-social linguistics (Spolsky, 1975). The first phase covers the time until the first half of the 20th century. This phase is distinguished by the absence of language testing theories in the investigation of teaching methodology sphere. The examinations were focused on the theories of humanity and social sciences. The variety of examination tasks was based on grammar rules, paraphrasing, translating, and essay writing. The core peculiarity of tests of the given period is that the statistical data and result analysis reliability and validity were out of the attention. The main drawback of this period was the dependence on teacher experience and subjectivity.

The golden age of foreign language tests took place in the USA and Great Britain by the end of this period. In 1925 B. Wood compiled the first foreign language test. Wood's tests served as the final examination materials in New York schools. Test tasks were bilingual. i.e. Spanish and French and contained vocabulary, grammar and reading assignment. In 1929 several issues of test compiling technology were scrutinized by an American psychologist V. Henmon. He worked over the tests in grammar and phonetics. Moreover, he tried to develop two input and two output skills with the help of sentence, paragraph, translation, and essay. Furthermore, a foreign language comprehensive tests were compiled and they included sub-tests (Fomenko, 2008).

The beginning of psychological and structural period is the 50-60s of the 20th century. The pivot in testing field is the monograph entitled "Language testing" by American linguist, methodologist and testologist R. Lado. The mutual interaction of studying and running was offered by him to make up taxing items in the composition of tests. R. Lado claims that raising awareness of challenges and the capacity to overwhelm them and let the learners to acquire the language at the high level. Lado's investigation had a disadvantage noting that the aim of teaching

foreign languages does not have limits in the knowledge of separate linguistic units, the principal issue is the ability to apply linguistic units in conducting the conversation in a foreign language (Lado, 1960).

The fundamental peculiarity of the phase entitled psychological and structural is the focus on certain linguistic units of the language competence measuring. Scholars have also emphasized the question of native language impact on acquiring foreign languages. Testing tools application, techniques, measuring approaches, statistics have displayed that testing can be unbiased, correct, dependable and to a certain degree scientific. Testologists started to show another angle among the linguists during the mentioned period. The significant peculiarity of testing theories of this very period is considered as a separate way to testing (Fomenko, 2008).

Due to the crucial glance at the prior approaches, a modern way to teaching foreign languages appeared in language testing, which is called a sociolinguistic approach. The given phase is regarded by the vast majority of scholars to be as an intermediate phase as a period of changing to the speaking skill and linguistic testing in a foreign language teaching. The lack of success of approaches concerning the structure and behavior that was expected to find the decisions on a great deal of issues in teaching and testing foreign languages triggered the appearance of another approach with the purpose to determine linguistic abilities focused on measuring the language speaking skills.

Results and discussion

The test of a language has a purpose to define linguistic competence via such speech activities such as output and input skills. In the field of world testology, the construction of speaking sub-test among language tests is the one that is complicated one. One of the kinds of oral testing is speaking sub-test.

Verbal (oral) testing is a process of testing verbal communicative competence, where communication skill is evaluated focused on the candidate's verbal speech. Verbal testing can be carried out individually or as a component of understandable speaking skill test.

I.A. Tsaturova notes the principal distinctness between verbal testing and other test types is the relationship to candidates. The ruling and measuring materials weigh a lot and the place of test candidates is insignificant in tests that track the speech activity perception. Here the participants are not permitted to share their ideas and opinion whilst taking tests and are forced to behave within the framework installed by the testing personnel. The main principle in verbal testing is the candidates and their communication between them. Consequently, verbal test compilation needs to consider the personality features of the test candidates. This peculiarity is the fundamental challenge of speaking skill test. Thus, the main purpose of specialists in the field of testology is to compile tests that make sure natural verbal interaction between candidates and consider their personal features. Moreover, the evaluation of speaking skill test demands the high level of the state of being objective (Tsaturova, Baluyan, 2004).

Speaking sub-tests for checking the verbal speaking skill are divided into several types. They are independent, integrative, constructive, assignment based, natural, and audio recording based. Independent tests are applied for testing only verbal speech abilities. Integrative tests contain assignment as real as possible and understandable test of communicative capacities. Its goal is to enlarge the quality of authenticity of test assignment. Autonomous tests are based on construction and their assessment is language acquisition. Task-based tests are mostly applied for a comprehensive assessment of professional and communication.

One of the most common forms of speaking sub-test is the natural communication of the interlocutors participating in the test. In world practice, speaking sub-tests conducted with the help of phone or video conference take place seldom than the tests carried out face-to-face interaction. Face-to-face communication tests are always mutual since an interlocutor gives a response to the previous reply of another. Consequently, it triggers the change of conversation nature during the interaction. However, audio recording base test is one-sided.

The candidate may get used to the writing, but it cannot be vice versa. Here the communication product is assessed, but not the speech act. S. Luoma's investigation proves that the same candidates displayed the same results while being tested on two kinds of testing (Luoma, 2004). Furthermore, audio recording based test had distinguished. For instance, candidates recorded their responses there was no coincidence in verbal style, but had a literary style. Thus, S. Luoma declared the question of necessity to join the both types of tests.

Sub-tests for assessment of communicative abilities can be carried out in the following shapes:
1) interview;
2) debate/discussion;
3) issue and response;
4) verbal message;

5) role playing;

6) data recording;

7) restoration of modified information.

An interview is a direct verbal communication between the examiner and the candidate. The main goal of it is to identify the speaking abilities of a candidate in a foreign language (monologue, dialogue, and listening skills). The role of an examiner is to behave as an external interlocutor explaining to the examinees the rules and supporting them to speak the foreign language. The behavior of an examiner and an examinee is planned somehow, the examinees have to select the right answers and display their own ideas and opinion.

2. The distinction between a debate/discussion and an interview is that the examinee can make a choice of topics for discussing during the conversation. However, the examiner is an interlocutor as well as a good listener.

3. The issue and response form contains a set of questions that are logically unconnected. They fluctuate between simple questions and challenging constructions. This type is mostly for candidates who have learned a foreign language at the elementary level and it is relevant to the speaking sub-tests.

4. The verbal message includes a piece of information that lasts for about 5-10 minutes devoted to the topics that an examinee is keen on. The choice of the topic of the message is the essential moment in testing, since the chosen topic should not be extremely specific and comprehensible for the examinee as well as not too general and widely spread.

5. Role-playing is an approach broadly applied in the evaluation of speaking skills. The game participant is provided with the specific instructions. Role-play situations are selected to track the social competence or abilities in a particular language material.

Role-play may cover the following situations:

- to make a complaint about definite services, ask questions;

- to check the level of a certain grammatical structure: to report the robbery (to check passive voice forms), to report any accident (to check past forms);

- to study lexical materials: order goods, communication at the airport or hotel;

- to be able to express an on the topic in spite of the specific vocabulary absence.

6. Data recording (describing a series of images). A set usually consists of at least four, and the most twelve pictures. The pictures describe simple topics. Pictures are easy to explain, serving as a visual aid for motivation. The use of lexical units (synonyms, idioms, etc.) of exam takers in describing the pic-

ture is evaluated. During the description, not being aware of the lexical units that explain the important components of the picture trigger the negative test results.

7. Restoration of modified information. The main peculiarity of this approach used in the speaking sub-tests is that an examinee is provided with only a part of information applied for the task and are asked to supplement the text or restoration sentences with word order. This kind of tasks allow checking the test taker`s understanding of context and mastering the laws of syntactic structures.

Scientists believe that speaking sub-tests should not be excessively standardized. That is because of strict regulations and the requirement to execute with norms prevent taking into account the individual qualities of the test takers. That is to say, the use of verbal and nonverbal actions of speakers and various extralinguistic factors are taken into account during the oral speech. In addition, psych-physiological characteristics of test takers are also given great importance during oral interviews. This is because it is easier for people who are quick and open-minded to communicate with other people than people who are introvert by nature.

In spite of the fact that the issue of speaking skill testing has become the research subject by a great number of contemporary foreign and domestic scholars in the field of methodology, the theoretical and practical parts of speaking sub-tests have not been deeply investigated yet.

The University of Cambridge has gained huge experience in compiling speaking sub-tests. The first certificate of proficiency in English (CPE) exam took place in 1913 at Cambridge University, where speaking sub-tests were applied to test speaking skills.

Nowadays, it is not easy to define a single model for monitoring examinee's speaking skills among the exams held by the Cambridge syndicate. For instance, the IELTS (International English Language Testing System) exam is carried out in the 1+1+1 format, that is, one examinee, one interview examiner and one evaluating examiner. The examinee's response is recorded during the whole speaking process and is later listened to and graded by the examiners to give scores.

The verbal abilities are tested in a group at other exams, i.e. several examinees are assessed simultaneously. This one is CEELT (Certificate in English for English Language Teachers). Most exams carried out by the University of Cambridge (KET, PET, FCE, CAE), the part entitled speaking is carried out in the form of "pair" test.

The "paired" testing, where 2+1+1 scheme is used, has both supporters and opponents. It should

be noted that 2+1+1 format has a goal to work in different modes such as "examinee – examiner – interviewer", "examinee – examinee", "two examinees – examiner – interviewer" and may work with more patterns that 1+1+1 format.

However, as practice has shown, age, gender, and social status differences between examinees working in the same pair often negatively impact both their indicators and psychological state. Moreover, a test that involves two familiar people cannot be equated with a test that tracks the speaking skills of two unfamiliar candidates.

Attempts have been made to re-harmonize KET, PET, FCE, CAE, CPE exams to ensure continuity and uniformity. As a result, the next general peculiarities of the "paired" testing use for all five levels can be defined:

1) containing the structure of the sub-test of test tasks that provide monitor and evaluation of speaking skills of examinees in diverse modes, within the framework of discourses, roles of participants in speech activity, etc.;

2) providing standardization of the format of various images by using frames for examiner-interviewers, as well as tasks based on visual motivation;

3) the evaluation is conducted by two examiners: the interviewer-examiner provides with the evaluation of a total (integral) scale and the examiner-evaluator substantiates the assessment on an analytical scale;

4) the presence of a certain continuity between the tasks applied in the control of speaking skills at all five levels.

As a result of growing importance of verbal examinations for identifying the level of communicative competence in a foreign language, the issue of selecting the optimal format for carrying out speaking sub-tests is highly relevant.

In 1922, within the framework of global sociopolitical transformations in the post-Soviet space, the state system of linguodidactic testing of Russian as a foreign language (TORFL) began to form in the Russian Federation. The relevance of creating this system was dictated by the need to unite Russia in the international educational community and increase interest in its cultural and linguistic heritage. This testing was compiled by scholars of Moscow State University named after M.V. Lomonosov, People`s Friendship university of Russia, State Russian language institute named after A.S. Pushkin, St. Petersburg State university.

There are given 15 tasks in the speaking sub-test of testing Russian as a foreign language of the second level (TORFL-II).

1-12 There can be given tasks as entering into a dialogue on a certain situation and using antonyms or verb in the form of imperative mood in one`s own speech; responding to replicas; reading the text in a certain intonation.

13 – task will be dedicated to the depiction of the video segment. The test taker must describe the video and explain the causes and consequences of what happened in the plot.

14 – task, the test taker comes into a dialogue with the examiner. The test taker must start a dialogue in accordance with assigned task. The preparation is given three minutes.

15 – task, the test taker must participate in a 10-minute discussion with the examiner on a special topic. There is no time for preparation in this task. During the discussion, test taker must be able to prove his point of view, give arguments and quote his speech.

At the contemporary stage of development of education in Kazakhstan, the role of testing is especially important. Testing, especially in language teaching, has become widely used to determine language competencies. Simultaneously, it is meaningful to comprehensively study the form and content of test tasks, and generally to monitor the process of compiling test tasks and its effectiveness. Although the practice of testing the Kazakh language has been introduced for some time, the test system for determining level of proficiency in the Kazakh language still has points to be improved.

The expansion of the scope of the Kazakh language and the growing interest of not only citizens of Kazakhstan, but also foreigners require the further development of the methodological system of teaching Kazakh as a native language and a foreign language in educational organizations and research centers, accordingly, the improvement of methods and means of identifying level of knowledge, language competence in Kazakh. This triggered the change in the attitude to the content of education in Kazakh and the quality of assessment of the mastered language knowledge. In these cases, special attention began to be drawn to the reliability and authenticity of test tasks.

Nowadays, the tasks on speaking sub-tests in the existing "KAZTEST" system are still being improved. This is explained, first of all, by the fact that capabilities of Internet technologies are not taken into account, and secondly, the improvement of the linguistic mechanisms for compiling test tasks are not suitable for various requirements when determining the linguistic competence of the citizen of Kazakhstan belonging to different categories, as

well as foreigners learning the Kazakh language.

This test system contributes to improving the social level and status of the Kazakh language. If there is a belief that a representative of another country, as well as Kazakh-speaking person, can accomplish valuable success and prosper in Kazakhstan by mastering Kazakh, this will trigger the positive changes in the status and usage of Kazakh. KAZTEST provides a person with the following benefits: 1) mastery of the grammar of Kazakh and the ability to speak in literary and scientific context; 2) expansion of knowledge about Kazakh culture, art and people`s lifestyle; 3) increasing communicative competence through the practice of listening and speaking native language, which is the main feature of a modern person; 4) social status, having prestigious position and access to material things via language acquisition (Kuzembekova, Aksholakova, 2024)

In contemporary linguistics and linguodidactics, diverse test systems have been put into practice to measure the level of proficiency of Kazakh as a second language. However, in test system the validity and authenticity of sub-test for speaking part is still not clear, except for writing, reading, listening and vocabulary-grammar parts. The late implemented part of KAZTEST was speaking sub-test.

In general, KAZTEST is held in paper-based form and computer-based form. In paper-based form, when passing speaking sub-test test takers go to a special audience after taking writing, listening and vocabulary-grammar parts. At the direction of the representative of the testing center, he or she records oral answer on the tasks written on the test sheet to a special voice dictaphone.

The difference between computer-based testing is that test taker pass test while sitting in a computer classroom. The test taker`s answer is also recorded on a dictaphone in speaking sub-test in computer-based version. There will not be a special interlocutor tester.

Based on world experience, the KAZTEST system is being improved from year to year. The interviewing examiner does not participate in the current speaking sub-test. The test taker`s response is taped to audio. It is true that it is difficult to assess speaker`s oral speech competence from a taped message. This is because gestures, body movements, facial expressions and other non-verbal actions that are considered components of oral speech are not taken into account. According to the order of the Ministry of Science and Higher Education of the Republic of Kazakhstan "On approval of the principles of KAZTEST system for assessing level of proficiency of the Kazakh language", the test takers will be interviewed by specialists during the speaking sub-test. It can be noted that work should continue to study the experience of world advanced test models and improve tests for determining language competence of the Kazakh language.

Conclusion

According to the testing system, it is not easy to organize research in the field of testology in our country without applying the experience of world`s leading research teams and schools. In order to compile tests for assessing knowledge in a particular language, a certain standard is definitely needed. In the USA and Russia, testology is undergoing a complex search, providing significant material for world testology and gaining a high status. Nowadays, many of the problems encountered in the Kazakh language testing system had occurred in the academies of the United States and the Russian Federation at a certain stage of development. The analysis of historical development of language testing abroad will allow us to improve the sub-tests of the Kazakh language in our country and gives opportunities to reconsider unsuccessful or ineffective methods used in testing.

Sub-tests, described as principal components of language testing, are identified as a tool of evaluating knowledge and have the most important function of mechanism aimed at aquiring the state language, developing and motivating language learning activities. The domestic KAZTEST system is applied to assess knowledge of Kazakh. The evaluation of language knowledge in the test format is regarded as state level event within the country. The regulation of testing system in the state language is about to contribute to the implementation of such important functions as defining the requirements for language proficiency, evaluating language knowledge and encouraging attempts to study it.

In contemporary linguistics diverse test systems have been applied in practice to measure the level of proficiency of Kazakh as a second language. However, in test systems the validity and authenticity of sub-test for speaking part is still not clear, except for writing, reading, listening and vocabulary-grammar parts. In this regard, the differences identified as a result of comparing speaking sub-test of the Kazakh language testing system with English and Russian speaking sub-tests help to find a solution to many problems.

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