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## **MODERN MEANS OF EXPRESSIVE ORAL SPEECH CONTROL**

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The notion “an oral communicative test in the form of interview” is carried out from linguistics, methods of teaching foreign languages and physiology point of view in the article. The basic components of foreign communicative competence are indicated in the works of Russian and foreign scientists, and the new component parts are added that are actual for a specialist of nonlinguistic institute of higher education. The author of the work also dwells on the concept that there are two types of oral communicative tests in the form of interview and in the form of role playing game in the modern lingvo-didactic testing and the choice of this and that form always depends on purpose, objects and stage of testing and teaching.

**Purpose:** to determine the basic advantages of using oral communicative tests in the form of interview.

**Methodology:** studying and analysis of linguistic, psychological, pedagogical and methodological literature on the theme of investigation, questionnaire and testing of students.

**Results:** the analysis of the purpose and functions of using oral communicative tests in the form of interview has shown importance of their application in practice.

**Practical implications:** it is possible for us to use the results of this work in courses of theory of methodology of teaching foreign languages.

**Keywords:** foreign communicative competence; role playing game; interviewer; characteristics of effectiveness; rider; rating scales; objects of testing; speech interaction.

## СОВРЕМЕННЫЕ СРЕДСТВА КОНТРОЛЯ ЭКСПРЕССИВНОЙ УСТНОЙ РЕЧИ

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Статья раскрывает понятие “устный коммуникативный тест в форме интервью” с точки зрения лингвистики, методики обучения иностранным языкам и психологии. Указываются основные компоненты иноязычной коммуникативной компетенции в трудах отечественных и зарубежных ученых и добавляются новые составляющие актуальные для специалиста неязыкового вуза. Основное внимание в работе автор акцентирует на то, что в современном лингводидактическом тестировании существует два вида устных коммуникативных тестов — в форме интервью и в форме ролевой игры, выбор той или иной формы всегда зависит от цели, объектов тестирования и этапа обучения.

**Цель** — определить основные преимущества применения устных коммуникативных тестов в форме интервью.

**Метод или методология проведения работы** — изучение и анализ психологической, лингвистической, педагогической и методической литературы по теме исследования, анкетирование студентов.

**Результаты** анализ цели и функций применения устных коммуникативных тестов в форме интервью показал важность их применения на практике.

**Область применения результатов** возможна в разработке курсов теории методики обучения иностранным языкам.

**Ключевые слова:** иноязычная коммуникативная компетенция; ролевая игра; интервьюер; характеристики эффективности; рефер; рейтинговые шкалы; объект тестирования; речевое взаимодействие.

Means of control of expressive oral speech are the object of the investigation in this work. There are some peculiarities of speech development and conditions of functioning of oral communication and that is why it is necessary to use different means of control of formation of skills in speaking which in their turn repeat techniques of learning of this type of speech activity if we want to increase validity of control. Question-answer work, conversion and ranking of information, oral presentation, interview, oral report, role play, discussion, problem solving, short-form and extensive narrations, oral commentary are used to check up formation of skills in expressive oral speech (reproductive, productive, dialogic, monological).

There are two types of oral communicative tests in the form of interview and in the form of role play in the modern lingvodidactic testing. One can see a test as any examination in the foreign methodology of teaching foreign languages but a test is considered as a complex of tasks prepared in accordance with definite demands to tests, passed approbation on characteristics of efficiency in the Russian methodology of teaching foreign languages. At present time using of oral communicative tests in the form of interview and in the form of role play is directed to estimation of level of foreign communicative competence formation. Then it is necessary to offer definitions of these means of control and reveal the main distinctions of control of oral speech in an oral communicative test in the form of interview in comparison with role play:

- interview is directed from interviewer's side in the more extent (he has an initiative in the conversation) than role play by a teacher;
- oral testing on the basis of oral communicative tests in the form of interview is a procedure that is prepared and thought thoroughly;
- speech actions of a probationer and a tester are programmed in the more extent, for example, interviewer uses obligatory set of phrases in the process of interview, though a probationer is always free in the choice of language means, presentation his views, estimations and so on;
- interviewers' questions are determined beforehand;

- unprepared oral speech is estimated by riders and marker in oral testing with oral communicative test use;

- an oral communicative test in the form of role play is built as a rule on a concrete situation but test tasks in an oral communicative test in the form of interview can be varied in the content and form;

- technical means are used necessarily in oral testing on the basis of an oral communicative test in the form of interview for the purpose of its objectivization;

- method of estimating of received results distinguishes cardinally;

- there is no dependence on partner in oral testing on the basis of an oral communicative test in the form of interview as in an oral communicative test in the form of role play;

- test tasks in an oral communicative test in the form of interview are adaptive, as test tasks in an oral communicative test in the form of role play are interconnected;

- we can check up more extent of material with the help of an oral communicative test in the form of interview than with the help of an oral communicative test in the form of role play.

From our point of view an oral communicative test in the form of role play is a means of control for checking up formation of speech abilities and development speech skills within the limits of given situation of communication in compliance with a theme determining content of speech interaction, and roles of probationers. The main distinctions of oral communicative tests in the form interview and oral communicative tests in the form role play from listed above means of control of expressive oral speech are 1) exclusion of prompting, explanation; 2) rigorous regulation of time; 3) evaluation is realized by riders and a marker with the help of prepared rating scales beforehand; 4) audio and videotape recording of test procedure is realized.

An oral communicative test in the form of interview we consider after I.A. Tscaturova as a means of control directing to creation special psychological

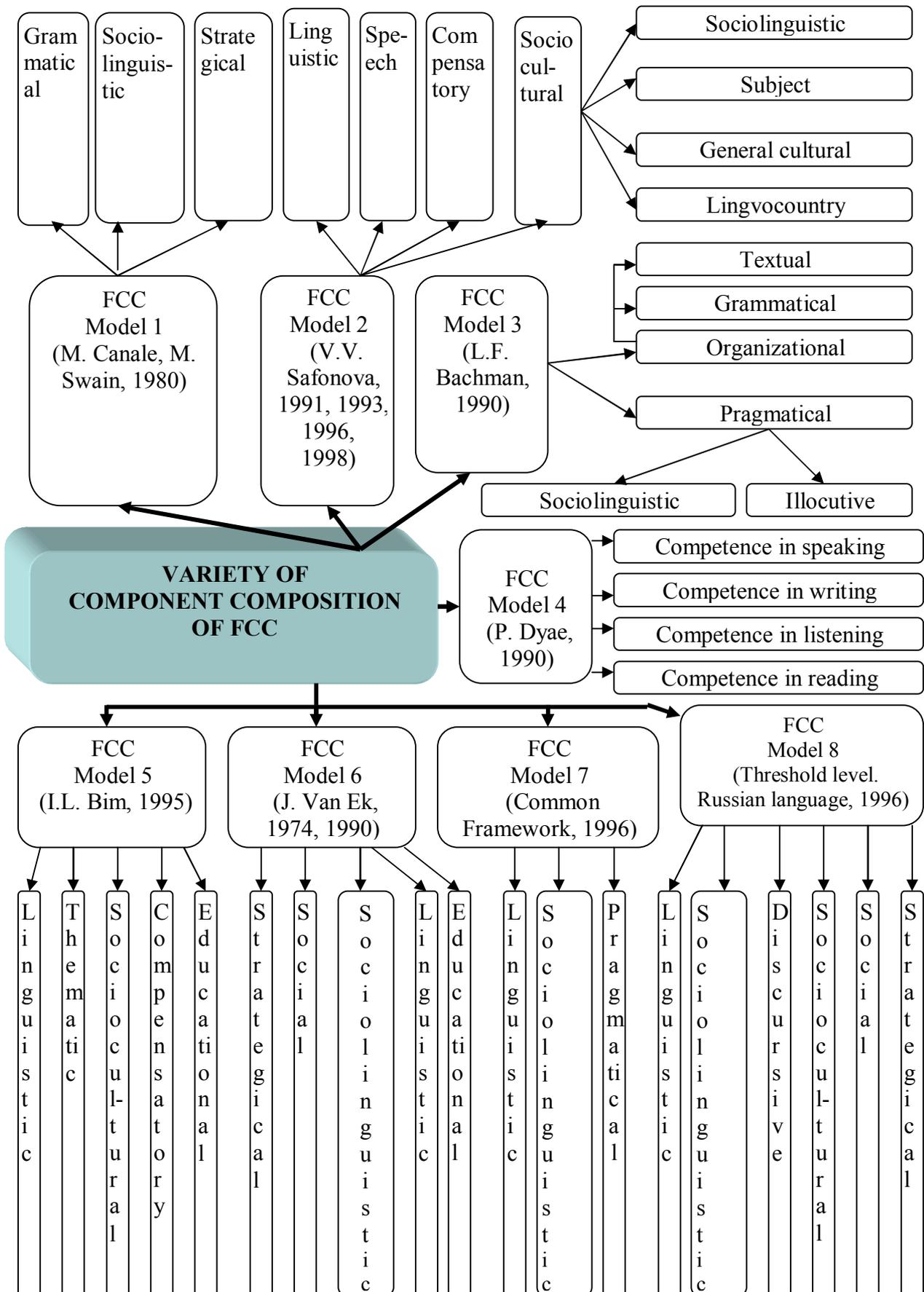
comfortable conditions for probationers with the purpose of revealing of level formation of foreign communicative competence, with the help of set of test tasks prepared and passed approbation on characteristics of efficiency beforehand, results of testing are estimated with the help of analytical and whole scales.

Foreign communicative competence is considered as capability to use facts of foreign language and speech in different conditions of speech communication, sufficiently to a situation of communication [2].

This day the most perspective model of foreign communicative competence is the model offered by L.F. Bahman. Such a model can be the basis for constructing communicative tests, especially for distinguishing criteria of formation of foreign communicative capability of competence. At the same time this model is in need of perfection. Then essence of its separate components has not been established yet, connection between them is not clear enough and in what way they are integrated in the whole foreign communicative competence. But working out procedures of oral testing is not necessary to put off till better times. In addition to listed above models of foreign communicative competence there are models offered by J. Munby (1978), H.G. Widdowson (1978), S. Savignon (1983), G. Caspar (1983), R. Clifford (1985), T. McNamara (1996) and some others [3]. We can see variety of component composition of foreign communicative competence in the scheme № 1, where the basic types of models are presented [3].

Scheme № 1

Variety of component composition of FCC



There is no model of foreign communicative competence that contains a professional component and, consequently, it cannot be considered in the context of teaching a foreign language in nonlinguistic institute of higher education. An oral communicative test in the form of interview is a free dialogue, where one should control the following objects: formation of lexical, grammatical, articulate abilities and development of skills such as: keep rules of speech etiquette, express basic speech functions, to speak expressively, independently, with improvisation, in a normal tempo; to express oneself holistically, logically, coherently, fruitfully, to deliver what one has seen, to understand that has been said by an interlocutor momentary and so on and so forth, all these objects are represented in specially worked out analytical and whole scales.

To cut a long story short we can come to the conclusion that there are two types of oral communicative tests in the form of interview and in the form of role play in the modern lingvodidactic testing and choice of this or that form always depends on purpose, objects of testing and stage of study. An oral communicative test in the form of role play is always more predictable, imitating, less creative in comparison with an oral communicative test in the form of interview as it is built on a concrete situation, its test tasks are interconnected and not adaptive.

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