

## TESTING LISTENING COMPREHENSION SKILLS AT NON-LINGUISTIC FACULTIES

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The solution of the problem concerning testing speech skills requires first and foremost the choice of an approach according to which it will be solved. The communicative character of current foreign language curriculum requirements for non-linguistic departments causes the necessity of controlling communicative orientation because such coherence facilitates optimal control and successful education. In contemporary methodology test control is stated to be communicatively oriented in case it is organized according to the interactional approach [1]. Thus, testing listening comprehension skills at Non-Linguistic Faculties is realized in compliance with the interactional approach. It is known that the test developed according to the approach mentioned urges test-takers to demonstrate listening skills which are characteristic of this speech activity in real life communication.

The level of listening comprehension mastery is defined by means of measuring listening skills as testing targets. These testing targets are classified on the basis of a level approach to text comprehension. An extensive level of input text comprehension is tested by dint of measuring the following skills: a) to define its theme; b) to define its main idea; c) to single out its main points. A detailed level of input text comprehension is determined by testing such skills as: a) to pick out its subthemes; b) to distinguish between its major and minor information; c) to establish logical ties between its elements. An interpretive level of input text comprehension is considered to be attained if a student is able: a) to make conclusions on it, taking into consideration implicit information; b) to estimate its content, taking into account implicit information [2, 3, 4].

Texts for listening tests are selected in accordance with such criteria: a) correspondence to situations and topics of professional communication; b) authenticity; c) comprehensibility; d) novelty and cognitive value of information; e) feasible length; f) limitedness of informative saturation.

All the above mentioned positions are the fundamentals of methods of testing listening comprehension skills at Non-Linguistic Faculties, which presuppose creating a test item pool, constructing a useful test aimed at measuring the level of students' listening skills during a thematic cycle, developing the technology of testing during the process of study [2].

Test items for determining extensive, detailed and interpretive levels are included in the pool. Their quantity and contents depend on testing targets, i. e. listening skills. Test items are constructed with the use of the testing techniques: 1) "Sentences

completion”, 2) “Matching”, 3) “Information transformations”, 4) “Answers to questions”, 5) “Ranking”, 6) “Finding and correcting mistakes”, 7) “Information assessment”, 8) “Dictation”, 9) “Recollecting information”, 10) “Note-taking”. All these techniques correspond to certain testing targets. Such correspondence was revealed with the aid of analysis of mental and verbal operations creating the basis of the above mentioned techniques and possible ways of determining listening skills level. Test items piloting was conducted for making this correspondence more precise [2, 3].

A useful test is a necessary prerequisite for successful testing. The essence of a useful test is determined by its ability to measure the real level of test-takers’ speech activity as the means of foreign language communication in real life in conformity with the requirements to foreign language learning at non-linguistic departments of universities. The development of a useful test includes its planning, matrix constructing and piloting. A useful test directed at measuring the level of students listening skills during a thematic cycle is applied in the process of study according to the technology worked out on a cyclical and thematic principle and with taking into account graded character of text comprehension.

Testing of non-linguistic departments students’ foreign language skills organized according to the interactional approach: 1. Test control of non-linguistic departments students’ foreign language skills is communicatively oriented, i.e., it determines such a level of test-takers’ language proficiency which they are able to demonstrate in real situations of foreign professional communication. 2. Test control of non-linguistic departments students’ foreign language skills provides a teacher with reliable information about their level of specialized foreign language communicative competence during the thematic cycle. 3. Test control of non-linguistic departments students’ foreign language skills presupposes taking into consideration their psychological peculiarities which can influence the success of doing a test [5].

Test control organized in accordance with the interactional approach allows a teacher to obtain reliable information about the results of students’ language learning, process information for making operational and perspective decisions, implement these decisions to enable optimal foreign language educational process functioning.

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