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ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ С ПОМОЩЬЮ КОНТРОЛЯ, САМОМОКОНТРОЛЯ И САМОАНАЛИЗА

Аннотация. *В статье рассматривается потенциал контроля, самоконтроля и самоанализа в процессе формирования профессионально ориентированной англоязычной коммуникативной компетентности студентов. Описываются функции и виды контроля и самоконтроля коммуникативной компетентности студентов. Подчеркнута необходимость разработки и внедрения в процесс обучения профессионально ориентированного английского языка критериев и параметров для самоконтроля и самоанализа умений и знаний студентов.*

Ключевые слова: *самоконтроль, самоанализ, функции контроля, виды контроля, критерии контроля и самоконтроля.*

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BUILDING STUDENTS' COMMUNICATIVE COMPETENCE THROUGH ASSESSMENT, SELF-ASSESSMENT AND SELF-ANALYSIS

Abstract. *The article examines the potential of assessment, self- assessment and self-analysis in the formation of students' English professionally oriented communicative competence. The functions and types of assessment and self-*

assessment of students' communicative competence are described. It has been emphasized the importance of developing and introducing criteria and parameters for self-assessment and self-analysis of students' skills into the teaching/learning process.

Keywords: *self-assessment, self-analysis, functions of assessment, types of assessment, criteria for assessment and self-assessment.*

Modern world trends in the development of the education system have led to significant changes in curricula, courseware, teaching and learning support materials in various fields of knowledge. Radical changes have also taken place in the approaches, principles, content, methods, technologies, teaching/learning aids, and assessment of students' language communicative competences.

According to the requirements and guidelines of the program for teaching ESP, the top priority areas should be:

• a communicative approach to studying by creating communication conditions that are as approximate as possible to real conditions;

• teaching professionally oriented English;

• development of personal motivation, cognitive abilities, autonomy and initiative in training;

• development of abilities for self-evaluation, independence in training and responsibility for own decisions [1, p. 6-8].

At the present stage of development, one of the key components of the goals of teaching a professionally oriented foreign language is the formation of an autonomous independent personality, a highly qualified specialist able to independently search for, find, compare, analyze and evaluate the necessary information, and clearly, consistently, coherently and logically express their thoughts on various professional issues.

An important factor in the process of forming such a person is the effective introduction of a *multilevel system of assessment, self- assessment and self-analysis* into the process of teaching/learning a foreign language. In the current context,

effective control is a significant component of a successful study, an instrument of the quality control of the education system. [2, p.40]. Performing feedback, evaluation, educational and developmental functions, assessment is conducted to increase the motivation and confidence of students. Moreover, it enables:

• teachers to receive information about the progress or shortcomings of their work and the individual work of students, with a view to making changes in the teaching/learning process;

• students to revise, consolidate the material, they have studied, and get information about the positive or negative results of their work [3, p.154].

A quality curriculum should relate studying objectives to the form and content of the assessment, self- assessment, and self-analysis. A clear idea of what to assess and how to do it during the course will help the teacher rationally plan the studying process, and will provide students with the necessary level of autonomy and will develop students' ability to perform self-assessment and self-analysis. This will allow the teacher and students to share responsibility for the final result of the training, gradually giving students more responsibility for their own education [1, p.25; 3, p. 82].

The final summative evaluation is particularly important in the system of controlling students' skills and abilities. It is the main object of assessment, which, unlike the formative one, should include the evaluating the level of formation of all types of speech activity and is carried out by teachers orally (the assessment of competence in oral monologue and dialogue speech) and in writing (the assessment of competence in listening, reading, writing and translation). To effectively evaluate the achievements of the planned goals and to obtain reliable and valid results, the teacher must have qualitatively developed types of tasks to monitor and determine the level of formation and development of all skills, and clear parameters and criteria for their evaluation.

Evaluation of skills and abilities of monologue oral speech of students allows teachers to fully appreciate such parameters of oral speech as content, range, accuracy, cohesion, pronunciation, and speed. In turn, determining the level of

formation and development of writing skills, we assess the communicative quality of the work in terms of content, range, cohesion, accuracy, style and argumentative nature of the text [1, p. 54-55]. The advantage of evaluating skills is the further development of coherent oral and written speech, a disadvantage is a possible subjectivism and a large amount of time necessary for evaluation, listening to individual answers and reading the written complete detailed answers of each student.

To minimize subjectivity and improve the effectiveness of monitoring these skills, the task of teachers is not only to learn how to apply the criteria developed by them, but also to teach students how to use these criteria. In preparing for the test, students should know what kind of material they need to revise, how to revise, how to determine their level of competence, and what and how will be evaluated.

Consequently, the educational training materials for students should contain assignments allowing students not only to revise for the formative and summative assessment but also independently evaluate the level of their language skills, provided there are clear and understandable criteria for self-evaluation.

The recommendations for self-assessment of their oral and written professionally oriented speech and the following self-analysis of their mistakes, students should receive during the whole course, completing creative assignments in English, such as writing and defending abstracts on the topic of their research work, preparing presentations on professional issues, writing reports and giving speeches at scientific students' conferences. Usually, students' abstracts are evaluated according to such criteria as the relevance to the topic, the depth, and completeness of the topic covering, structure, design, linguistic relevance (the use of vocabulary and grammatical structures, etc.) and oral presentation. In turn, the oral presentation also includes correspondence to the topic, volume, speech tempo, accuracy (phonetic, lexical, grammatical and stylistic), cohesion, logic, and reasoning of the utterance and its structural and compositional completeness [3, p. 369]. For self-assessment and self-analysis of their work, students should receive detailed criteria and guidance with an exact score for each item or sub-item.

Summing up, we can conclude that the multilevel system of assessment, self-assessment, and self-analysis is an integral part of teaching/learning a professionally oriented foreign language, the main purpose of assessment and analysis is to determine the degree of effectiveness of the teaching/learning process and achievement of the goals set by both the teacher and the student. On the part of the teacher, this system is subjected to constant analysis, evaluation and further improvement along with the introduction of changes in approaches, principles, content, methods, technologies, and tools for teaching a professionally oriented foreign language.

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