

CONTROL OF SPEECH SKILLS AND ABILITIES AS A FORM OF TEACHER-STUDENT INTERACTION IN SPEECH PRACTICE CLASSES

Imanbaeva Aidana Aibarovna

Aidana94_94a@mail.ru

2nd year graduate student, specialty 7M01703 “Foreign languages and intercultural communication”, Kh. Dosmukhamedov Atyrau University, Atyrau, Republic of Kazakhstan
Scientific supervisor, candidate of philological sciences,
associate professor – Khairzhanova A.Kh.

The control of speech skills and abilities plays an important role in the education of university students. In senior years, supervision becomes particularly important, as students are approaching professional activity and must demonstrate a high level of language proficiency. The interaction of the teacher and students in the process of control becomes an important element of the formation of language competence and the development of communication skills, i.e. the control of speech skills and abilities in senior university courses is not only a means of assessment, but also an important form of interaction between the teacher and students. Effective control should contribute to the development of speech competence, the formation of self-confidence and readiness for professional activity.

The problem of determining and evaluating the quality of education, the degree of formation of different types of competencies of students is one of the central ones in the methodology of teaching foreign languages. The problem is especially relevant in senior courses at language universities, where there is a large proportion of independent work. Independent language work should also be supervised by a teacher. One of the problems of speech skills control is stress among students associated with public speaking and exam situations. The solution may be the gradual introduction of control measures, the use of game forms and the creation of a supportive environment. Another difficulty is the subjectivity of the assessment. The application of clear criteria, the use of headings, and the introduction of self-assessment elements help to make monitoring more objective.

The term "control" is interpreted in methodological science as "a component of the educational process aimed at "determining the level of knowledge, skills and abilities of the student and on this basis formulating an assessment for a certain section of the program, course or period of study" [1].

The term "control" can be used in two meanings: In the narrow sense of the word, control is a stage of a lesson during which homework or exercises performed in the classroom under the guidance of a teacher are checked. In the broadest sense of the word, control "is associated with the way of managing the educational process, the educational activities of students as a whole" [2].

There are different terms for expressing the concept of "control" in foreign methodology, in particular, in English. These are terms such as evaluation, assessment, and testing. The evaluation term is the most general. It is a systematic collection of reliable and adequate information about the course of the educational process, its interpretation in order to make decisions about the level of learning, the quality of curricula, and the educational process as a whole. The control of the educational process is based on testing, assessment, and measurement data, which are carried out in the course of what is referred to by the terms assessment and testing. In the concept of evaluation, the controlling, correcting, and generalizing control functions come to the fore. It is the process of systematically evaluating something, whether it is effectiveness, quality, significance, or other characteristics of an object or phenomenon. Evaluation of students' performance is the process of evaluating students' knowledge and skills as part of a curriculum.

When it comes to assessment and testing, we are talking about evaluation, training, diagnostic and preventive functions.

Assessment is considered by some scientists as a measurement, definition, and assessment of the level of foreign language speech competence. In the structure of the term's meaning, the sense of "evaluation" comes to the fore. The evaluative control function is important for learning. The results of the control in this regard are subject to analysis and interpretation. Based on the data obtained, certain decisions are made, in particular, in relation to the context of this study: what needs to be done next, to change the educational process, how to bring students to the level of requirements for speech skills and abilities recorded in the program.

Testing is understood as a part of the controlling actions of a foreign language teacher related to the development and use of language and speech tests. L.F. Bachman sees the test as "a measuring tool with which specific patterns of an individual's speech behavior are identified and measured" [3].

In the context of the educational process in universities, testing usually involves the use of various forms of testing students' knowledge and skills to assess their academic performance, understanding of educational material and the ability to apply it in practice. This is not only a method of assessing students' knowledge, but also an important part of the educational process, which helps to determine the effectiveness of teaching, identify knowledge gaps and develop students' skills. Tests in the learning process in a foreign language provide the teacher with information about how well the learning material has been learned, what is the nature of the gaps in the assimilation of the studied material (lexical, grammatical, spelling).

1. The test of communicative competence is designed to determine the level of formation of speech skills that ensure communication in a foreign language. This type of linguistic and didactic tests is often referred to as pragmatic tests in methodological science [4].
2. E.G. Azimov points to different types of tests: a) intellectual; b) educational. Each of these types of tests has its own specific task and purpose. Educational tests are of particular importance in this context. They are aimed at testing knowledge, skills and abilities in the relevant field. This type of test provides the teacher with detailed and objective information about the effectiveness of mastering the subject "foreign language" [5].
3. Based on the widespread introduction of test technology into the learning process in a foreign language, it is possible to point out the advantages of this type of control. The advantages are as follows:
 4. The individual nature of control, the possibility of monitoring the work of each student, his personal educational activities.
 5. The possibility of regular and systematic test control at all stages of the learning process.
 6. The possibility of combining testing with other forms of pedagogical control.
 7. The objectivity of the test control, which excludes subjective (often erroneous) judgments and conclusions of the teacher based on insufficient study of the level of training of trainees or a biased attitude towards some of them.
 8. The possibility of using various forms of test tasks.
 9. The opportunity to test a large amount of diverse educational material from a large group of subjects in a certain, rather limited period of time.
 10. Application of uniform criteria for evaluating and interpreting test control results.
 11. Creating conditions for constant feedback between the student and the teacher.

In their research, a number of authors identify the methodological functions that can be performed by control in the educational process in a foreign language. They call the following control functions: a) verification; b) evaluative; c) corrective; d) diagnostic; e) stimulating; f) educational. A.N. Shamov also identifies a disciplining function [6].

The impact of control can be positive or negative. The positive impact is expressed in changing the curriculum, improving the quality of the educational materials offered, improving the system

of teaching methods, and increasing the motivation of students' learning activities. The negative impact of control is manifested when the basic requirements for it are violated.

In the educational process, such requirements as:

a) the purposefulness and adequacy of techniques to the objects and objectives of control are often neglected;

b) compliance of the control with the conditions and methodological principles of training. There should be a kind of "partnership relationship" between the learning process and control, in which control supports and corrects the learning process. The control of speech skills should not be limited to a mechanical test of knowledge. It is important to create conditions for productive interaction between teachers and students. The main aspects of effective interaction:

- *A formative approach focused on supporting and developing students' skills;*
- *Feedback containing a detailed error analysis and recommendations for their correction;*
- *A partnership model of interaction involving the active participation of students in assessing their skills (self-assessment, mutual review).*

The formative approach is a teaching method focused on supporting and developing students' skills through regular feedback that helps them improve their knowledge and abilities during their studies. Unlike a summative assessment, which is usually conducted at the end of a course or module to summarize, a formative assessment occurs throughout the course and serves to identify knowledge gaps and maintain continuous improvement. Formative assessment focuses on how the student learns, not just on the end results. This may include discussions, tests, projects, or other types of work that are analyzed at different stages. This approach is aimed not so much at evaluating knowledge, but rather at developing skills such as analysis, critical thinking, collaboration, and the ability to self-develop. Examples of formative methods may include: short written assignments or tests with immediate feedback, discussions and debates, students reflecting on their studies, and joint projects that are evaluated at different stages of the work. Thus, the formative approach helps students not only to master the educational material, but also to develop important skills for further study and professional activity.

Feedback allows the teacher to evaluate the overall educational communication of the student, a future specialist in the field of foreign languages. This relationship makes it possible to determine: a) the success of the assigned learning task; b) the nature of the exercises performed by students; c) the nature of students' progress in learning linguistic and communicative competencies [7].

Feedback in language teaching, for example: in listening: the listener reacts to the speaker's speech, helping to clarify the meaning, in writing: the teacher comments on the text, in oral speech: the interlocutor uses facial expressions, gestures or words to confirm understanding.

Feedback allows you to realistically and objectively assess the current situation and decide whether, if necessary, to make adjustments to the selection of exercises, their execution mode, duration and sequence in the organization of all work. It provides the teacher with information about the success of the assigned learning tasks, the quality of the communication process, the linguistic correctness of constructed statements in dialogical and monological forms, and the level and nature of understanding texts.

I.F.Komkov wrote: "The sooner and in more detail a student receives information from feedback, the more effective the learning process is"[8]. In this case, there is a good opportunity to make certain adjustments to the teaching activities of the teacher. The student himself will have to objectively evaluate his achievements in the field of his linguistic development and his formation as a linguistic personality, taking an active part in various types of speech activity and intercultural communication.

The communicative orientation of tasks, including control tasks, should create conditions for students in which they would actually participate in speech activity. The activity itself would be meaningful to them, carried out within the framework of specific life situations. Adequate forms of control of oral-speech communication in a linguistic university should be based not so much on

the reality of the situations themselves as on the reality of activity in the proposed communication situations [9].

Purposefulness as a requirement is ensured by the clarity and purposefulness of all its links, their logical connection and interdependence. The purposefulness of control is manifested in the concreteness of the set goals, forms and methods of control. At the same time, the forms and techniques of control are differentiated. It depends on what will act as the object of control: a) material skills; b) skills in types of speech activity, etc.

The requirement of purposefulness implies, according to some researchers, the focus of control on the formation of self-control, which is an internal organic component of students' speech activity. Self-control is formed on the basis of and through control. The process of forming self-control, as I.A. points out. Winter, is a translation of an expanded external action to a collapsed action, it is an obligatory component of speech activity. Self-control as an organic component of speech activity in a foreign language is formed simultaneously and in parallel with the speech activity itself. This action is of a starting nature. It leads to the launch of the mechanism of self-regulation of all speech activity of the learner.

Self-control is the student's ability to independently evaluate their activities, identify mistakes and correct them. It plays a key role in learning a foreign language, as it helps to develop autonomy, awareness and learning effectiveness. Self-control is necessary for correcting speech errors – phonetic, grammatical, lexical, assessing the level of language proficiency – understanding one's strengths and weaknesses, for regulating the pace of learning – the opportunity to improve skills in an individual rhythm and the development of metacognitive strategies - the ability to analyze one's own learning process. Self-monitoring methods include recording speech on audio/video (helps to identify pronunciation and grammatical errors), keeping a diary in a foreign language (develops writing and self-reflection skills), feedback through technology - using automatic verification programs, comparison with samples - comparing one's own speech with native speakers.

Self-control in independent activity in a foreign language is the only condition for regulating speech action. As a pedagogical phenomenon, self-control reveals itself in the fact and in the nature of correcting mistakes made in speech. It is important here how quickly lexical, grammatical and phonetic errors are corrected, and how efficiently and timely these errors are corrected by the speaker himself. In order for such control actions to be performed quickly, almost automatically, the teacher must conduct training before the control. During the training, the teacher's supervision should be thorough, corrective and timely. Only in this case will the student be aware of the reinforcing program of action and its implementation by the speaker. Self-control is an essential tool in learning a foreign language. It allows the student to consciously regulate his speech, develop independence and achieve a high level of language proficiency.

I.A.Zimmaya considers self-control as an obligatory component of speech activity. Self-control as an organic component of speech activity in a foreign language is formed simultaneously and in parallel with the speech activity itself. A speech utterance is a coherent expression of thought, formulated in the form of oral or written speech. For a student learning a foreign language, the correct formation of utterances is a key skill in language acquisition[10].

The features of the student's speech utterance are: awareness – the student selects words and grammatical constructions depending on the level of language proficiency, gradual complication - from simple phrases to detailed statements. According to the communicative purpose, they can be defined as description – the transfer of characteristics of an object, person, situation, reasoning – the expression of opinion and argumentation, and narration – the presentation of events in a logical sequence. For example:

Yesterday, I went to the cinema with my friends. The movie was very interesting, but a little bit long.

I think learning languages is important because it helps to understand different cultures and communicate with people around the world.

If I had the opportunity to travel anywhere in the world, I would choose Japan. I am fascinated by its culture, traditions, and technological innovations. I believe visiting Japan would be an unforgettable experience.

Factors such as vocabulary size – the more words a student knows, the richer his speech, grammatical correctness, that is, the absence of errors makes the utterance understandable, coherence of speech – the logical structure and use of connecting words (however, therefore, in addition), and pronunciation (in oral speech) – correct intonation and accent. The student's speech utterance in a foreign language depends on the level of language proficiency, communication goals and the context of communication. The gradual development of skills allows the student to move from simple phrases to complex ones and express his thoughts confidently.

So the conclusions on the topic of control of speech skills and abilities as a form of interaction between teachers and students in speech practice classes can be as follows:

The control of speech skills and abilities is an important part of the learning process.

It allows the teacher to identify mistakes, shortcomings in the assimilation of the material in a timely manner and adjust the learning process. The use of various forms of control, such as tests, oral and written assignments, helps to identify the level of development of students' skills and identify areas for further work.

1. Individual approach to students. The control of speech skills allows the teacher to take into account the individual characteristics of students, their abilities, level of training and personal preferences in the learning process. This creates conditions for more effective interaction and increases the motivation of students.

2. Control methods should be diverse and adapted to modern requirements. It is important to use various forms of control (dialogues, monologues, role-playing games, presentations) to encourage students to actively participate in the learning process and improve their practical skills.

3. Feedback as a basis for development. The teacher should provide students with timely and constructive feedback. This not only helps students to realize their mistakes, but also contributes to the further improvement of their speech skills.

4. The assessment system should be objective and transparent. The assessment of speech skills should take into account both the process and the result. This gives students a clear understanding of their strengths and weaknesses, which contributes to a more informed approach to learning.

The control of speech skills in speech practice classes plays a key role in the learning process. It not only helps the teacher to effectively organize the learning process, but also creates conditions for active interaction with students. The use of various monitoring and evaluation methods, the provision of timely feedback and an individual approach to each student contributes to the development of speech skills and the formation of students' confidence in their abilities. The importance of regular monitoring and adjustments during training cannot be overestimated, as this allows achieving significant results in mastering language and communication skills.

List of used literature:

1. Brueggsha M.E. On the control of the basic level of learning // IYaSh. 2009. №2.-23 p.
Russian Russian Dictionary of foreign language teaching 2. Kolesnikova I.L., Dolgina O.A. English-Russian terminological reference book on the methodology of teaching foreign languages // St. Petersburg: Publishing house "Russian-Baltic Information Center "BLITZ".2001. - 224 p.

3. Milrud R.P., Matienko A.V., Maksimova I.R. Foreign experience of language testing and assessment of the quality of teaching foreign languages // Foreign languages at school. 2005. No. 7. pp.32-33.
4. Pavlovskaya I.Yu., Bashmakova N. I. Methodology of teaching foreign languages. Testology.// St. Petersburg, 2007. 57 p.
5. Azimov E.G. Dictionary of methodological terms (theory and practice of teaching foreign languages) //St. Petersburg: Zlatoust, 1999. 382 p.
6. Shamov A.N. Control of lexical skills and abilities in foreign language classes. Issues of modern philology and methods of teaching foreign languages at school and university / Interuniversity collection of scientific papers - Issue X. //Michurinsk: MGPI, 2008. -207s.
7. Belov A.B. The problem of feedback in communication: a review of psychological research // Theoretical and experimental psychology.2012.T.5. No. 2.- 81c.
8. Komkov I.F. Active method of teaching foreign languages //Minsk: Higher School, 1970. - 262 p.
9. Shchukin A.N. Methods of teaching foreign languages : a textbook for students. higher education institutions. educational institutions //Moscow.: Publishing center "Academy", 2015. – 237 p.
10. Zimnaya, I.A. Self-control as a component of speech activity and the levels of its formation. General methods of teaching foreign languages: A textbook // Moscow: Russian Language, 1991.- pp. 144-145.